# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at University of the Pacific

## Professional Services Division

### March 31, 2004

**Overview of This Report**

This agenda report includes the findings of the Accreditation Team visit conducted at University of the Pacific.  The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies.  On the basis of the report, an accreditation recommendation is made for the institution.

**Accreditation Recommendations**

(1)    The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for University of the Pacific and all of its credential programs:  **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Administrative Services Credential
    Preliminary
    Preliminary Internship
    Professional

- Clinical Rehabilitative Services Credential
    Language Speech and Hearing

- Education Specialist Credentials – Preliminary Level I and Professional Level II
    <u>Preliminary Level I</u>
    Mild/Moderate Disabilities
    Mild/Moderate Disabilities Internship
    Moderate/Severe Disabilities
    Moderate/Severe Disabilities Internship
    <u>Professional Level II</u>
    Mild/Moderate Disabilities
    Moderate/Severe Disabilities

- Multiple Subject Credential
    Multiple Subject
    BCLAD Emphasis (Spanish)
    Multiple Subject Internship

- Pupil Personnel Services Credential
  - School Psychology
  - School Psychology Internship

- Single Subject Credential
  - Single Subject Credential
  - Single Subject Internship

(2)   Staff recommends that:

- The institution's response to the preconditions be accepted

- The University of the Pacific be permitted to propose new credential programs for approval by the Committee on Accreditation.

- The University of the Pacific be placed on the schedule of accreditation visits for the 2011-2012 academic year subject to the continuation of the present schedule of accreditation visits by the National Council for the Accreditation of Teacher Education and the adoption of a similar schedule by the California Commission on Teacher Credentialing.

**Background Information**

University of the Pacific is a four-year coeducational, liberal arts university located in Stockton, California.  The university was established in 1851 as California Wesleyan College.  It was the first chartered institution of higher learning in the state of California.  Originally located in Santa Clara, it later moved to San Jose and then to its present site in Stockton.  The University is noted for its many firsts.  The University of the Pacific provided the West Coast with its first medical school in 1858, the first coeducational campus in 1871, and the first conservatory of music in 1878, and is noted for establishing one of California's earliest schools of education.

The University offers baccalaureate programs in the humanities, social sciences, natural sciences, and professional areas.  The institution has numerous graduate programs that span the spectrum of disciplines to include Pharmacy, Engineering, Medicine, International Studies, Business and Public Administration.  The School of Dentistry is located at a campus in San Francisco and the School of Law is in Sacramento. In addition, the university boasts adult re-entry programs through a Center for Professional and Continuing Education.  The university vision statement adopted by the Board of Regents notes, "The University of the Pacific will be among the best national universities known for linking liberal arts and professional education at both undergraduate and graduate levels through distinctive, innovative curricular and curriculum programs of exceptional quality and high value.  Pacific will become a national leader in the creative use of experiential learning and leadership development."

The University of the Pacific serves approximately 4,400 students in its Stockton location.   All  education  unit  students  are  enrolled  at  the  Stockton  campus.

Approximately 2/3 of the students are from the state of California and 70% live on or within one block of the campus.

The university is ranked by US News and World Report as one the top four "best values" of doctoral level universities on the west coast, and is included in many top ten or top five lists for "attention to students, financial aid, career placement and student counseling." The University also ranks as the sixth most beautiful campus in the nation.

From its beginning, the institution emphasized the preparation of "preachers and teachers." Students with teaching as a goal made up a large number of the undergraduate student body for the next 50 years. In 1915, the institution began issuing elementary and high school teaching credentials. A Department of Education was created in 1920 as the third academic unit in the university. The School of Education was formally organized in 1923, recognized by the California State Department of Education in 1924, and officially established shortly after the College of the Pacific moved to Stockton later that year. The School was formally re-named as the Gladys L. Benerd School of Education in 1992 following the endowment gift of $6.5 million from Ms. Benerd, a friend of the School of Education and a long-time teacher in higher education locally.

Currently, 433 candidates are enrolled in the educator preparation program at the University of the Pacific. The program serves traditional day students and credential only candidates. They include 164 undergraduate candidates who are preparing to teach at the elementary level and 75 candidates who are enrolled in the middle and secondary level English, mathematics, science, music, Spanish, physical education and social sciences. The graduate level programs serve 194 students enrolled in Master's or doctoral degrees in curriculum and instruction, educational psychology, or educational administration.

The unit has 26 full-time faculty members, supported by 2 full-time faculty in other academic programs and by 15 part-time faculty. Responsibility for the unit resides with the Dean of the School of Education, and all programs that come under the auspices of the Office of the Dean. The Dean of the BSE has overall authority of four departments including the Educational Resource Center, the Department of Curriculum and Instruction, the Department of Educational Administration and Leadership, and the Department of Educational and School Psychology. (The Clinical Rehabilitative Services Credential program is offered by the Department of Speech-Language Pathology in the School of Pharmacy and Health Sciences.) The BSE offers both credential and master's and doctoral degree programs within the three academic departments.


**Merged COA and NCATE Visit**

This was a continuing accreditation visit by the National Council for Accreditation of Teacher Education (NCATE). The visit merged the accreditation processes of the Committee on Accreditation (COA) and the National Council for the Accreditation of Teacher Education (NCATE) according to the approved protocol. The Accreditation Team, which included membership from the COA and NCATE, received a single

Institutional Self-Study Report, worked from a common interview schedule, and collaborated on all decisions related to accreditation standards.

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was revised and renewed in 1996 and subsequently revised and renewed in 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement allows the university the option to respond to the NCATE 2000 Standards, provided that the Commission's Common Standards are addressed in the context of that response. It also allows the subsequent accreditation team report to be written based upon those standards. University of the Pacific exercised that option. In addition, the institution must respond to all appropriate Program Standards. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the respective accrediting bodies. This is because the NCATE Unit Accreditation Board expects to see a report that uses the format and language of the NCATE standards and that includes all required NCATE components. The COA requires the report to contain specific information about all Common Standards and must include a report on all Program Standards. As with the previous partnership agreements, universities are not required to submit Folios to the NCATE-affiliated professional associations if they are part of a state partnership.

## Preparation for the Accreditation Visit

The Commission staff consultant, Lawrence Birch, was originally assigned to the institution in September 2001 and met with institutional leadership initially shortly after that time. Over the next two and one-half years, there were two consultant meetings with faculty, program directors and institutional administration. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader (Co-chair for the visit), Dr. Emily Brizendine, was selected in May 2003. The Chair of the NCATE Board of Examiners (Co-chair for the visit), Dr. Ron Colbert, was assigned in November, 2003. On January 9, 2004, the team co-chairs and the staff consultant met with the representatives of the University of the Pacific to make final determinations about the interview schedule, the template for the visit and any remaining organizational details.

## Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the NCATE unit standards and appropriate references to the California Common Standards. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional

personnel decided to respond using Option One, California Program Standards, for all program areas with the exception of the Clinical Rehabilitative Services Credential who used the standards for the American Speech/Language Hearing Association (ASHA).

**Selection and Composition of the Accreditation Team**

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the School of Education and the Commission Consultant. It was agreed that there would be a team of fifteen consisting of a Team Leader, a Common Standards Cluster that would include five NCATE members and two COA members, a Basic Credential Cluster of four members, and a Services Credential Cluster of three members. The Dean and Consultant assigned each credential program to one of the program clusters. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework* and experience in merged accreditation visits.

The COA Team Leader and the Chair of the NCATE Board of Examiners served as Co-Chairs of the visit. Each member of the COA/NCATE Common Standards Cluster examined primarily the University's responses to the NCATE Standards/Common Standards but also considered the Program Standards for each credential area. Members of the Basic, Specialist and Services Clusters primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered unit issues.

**Intensive Evaluation of Program Data**

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Saturday, March 27. The Team Leader and the two COA members of the Common Standards Cluster and CCTC staff arrived on Saturday noon and began their deliberations with the five NCATE team members. It included orientation to the accreditation procedures and organizational arrangements for both the COA and NCATE team members. On Sunday morning, March 28, the Common Standards Cluster examined documents on the campus. The remainder of the team arrived on Sunday noon with a meeting of the entire team followed by organizational meetings of the clusters. The institution sponsored an orientation and a working dinner on Sunday evening.

On Monday and Tuesday, March 29 and 30, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook.* There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team

meetings and the writing and the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the NCATE/Common Standards findings also affected each of the Program Clusters.

**Preparation of the Accreditation Team Report**

Pursuant to the *Accreditation Framework,* and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns beyond the narrative supporting the findings on the standard.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

**Accreditation Decisions by the Team**

The team discussed its findings on Tuesday evening and made decisions about each standard and an accreditation decision. The team discussed each NCATE/Common Standard and decided that all standards were fully met for purposes of the NCATE report with two areas of improvement identified and all standards were fully met for purposes of the COA report. The team then specifically discussed each program area and decided that all Program Standards were fully met. The strengths and concerns related to each credential program were also reviewed. The team concluded that all credential programs were strong, effective and of high quality.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook.* The team decided on an accreditation recommendation for the institution. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations," or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of **"Accreditation."** The recommendation for "Accreditation" was based on the unanimous agreement of the team and that the overall evidence clearly supported the accreditation recommendation

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**
**COMMITTEE ON ACCREDITATION**
**ACCREDITATION TEAM REPORT**


**INSTITUTION**:                    **University of the Pacific**

**DATES OF VISIT**:                **March 27-31, 2004**

**ACCREDITATION TEAM**
**RECOMMENDATION:**              **ACCREDITATION**


**RATIONALE:**
The recommendation pertaining to the accreditation status of University of the Pacific and all of its credential programs was determined according to the following:

> NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK:  The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement.  There was extensive cross-referencing to the COA Common Standards.  Also, the corresponding part of this team report utilizes the NCATE standards and format.  The total team, NCATE and COA, reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement.

> PROGRAM STANDARDS:  The University prepared responses to program standards in the following documents:

> Multiple and Single Subject Credential Programs
> Education Specialist Programs
> Administrative Services Programs
> Pupil Services: School Psychology Programs
> Clinical Rehabilitative Services Program

Team clusters for (1) Basic credential programs, and (2) Services Credentials reviewed all data regarding those credential programs.  Appropriate input was provided by other team members to each of the clusters.  Following discussion of each program the total team, NCATE and COA, considered whether the program standards were either met, met minimally, or not met.

ACCREDITATION RECOMMENDATION:  The decision to recommend Accreditation was based on team consensus that the six (6) NCATE Standards were met, with two identified areas for improvement for purposes of the NCATE report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, that all internship elements were met in the context of the NCATE report, and that all Program Standards were met for all program areas.  The following report further explains these findings.

**State Team Leader:** **Emily Brizendine** (Team Co-Chair)
California State University, Hayward

**Common Standards Cluster:**

**Ron Colbert,** Cluster Leader, NCATE Chair (Team Co-Chair)
Fitchburg State College, Massachusetts

**Marianne G. Handler** (NCATE Member)
National-Louis University, Illinois

**Dayne Antwine** (NCATE Member)
Lubbock Independent School District, Texas

**Karen C. Roark** (NCATE Member)
Cohutta Elementary School, Virginia

**Jeri A. Carrol** (NCATE Member)
Wichita State University, Kansas

**Cheryl Getz** (CCTC/COA Member)
University of San Diego

**Mark Cary** (CCTC/COA Member)
Davis Joint Unified School District

**Basic Credential Cluster:**

**Michael Jordan,** Cluster Leader
California State University, Fresno

**Bettie Spatafora**
Moreno Valley Unified School District

**Mel Lopez**
Chapman University

**Christine Givner**
California State University, Los Angeles

**Services Credential Cluster:**

**Jo Birdsell,** Cluster Leader
Point Loma Nazarene University

**Bill Watkins**
Davis Joint Unified School District (Retired)

**Terry Saenz**
California State University, Fullerton

# DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results
Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Portfolios

# INTERVIEWS CONDUCTED

|  | Team Leader | Common Stands. Cluster | Basic Credential Cluster | Services Credential Cluster | TOTAL |
|---|---|---|---|---|---|
| Program Faculty | 3 | 14 | 30 | 31 | **78** |
| Institutional Administration | 3 | 12 | 4 | 9 | **28** |
| Candidates | 2 | 6 | 63 | 57 | **128** |
| Graduates | 3 | 7 | 46 | 45 | **101** |
| Employers of Graduates | 1 |  | 6 | 13 | **20** |
| Supervising Practitioners | 2 | 6 | 22 | 14 | **44** |
| Advisors |  |  |  | 7 | **7** |
| School Administrators |  | 5 | 4 | 15 | **24** |
| Credential Analyst |  |  | 2 | 1 | **2** |
| Advisory Committee |  |  | 4 | 10 | **14** |

**TOTAL**        **447**

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

# NCATE STANDARDS/CCTC COMMON STANDARDS

## STANDARD 1:  Candidate Knowledge, Skills, and Dispositions

> *Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

**A.  Level**:  **Initial and Advanced**

**B.  Findings**

### Content Knowledge for Teacher Candidates

Candidates entering the basic credential programs (Multiple Subject, Single Subject (MS/SS) and Education Specialist-Mild/Moderate or Moderate/Severe) at University of Pacific must meet all University admittance requirements. (A Multiple Subject credential certifies the holder to teach multiple subjects in a self-contained classroom in grades K-12. A Single subject credential certifies the holder to teach a single subject to students in grades K-12. A science specialist teacher—who teaches only science—in an elementary school, for example, is certified to do so with a single subject credential.) Most candidates enter as freshmen, but a small number transfer to UOP later in their undergraduate programs. For UOP undergraduates entering basic credential programs, content knowledge is determined in a number of ways. All candidates must complete content area coursework with an overall GPA of 2.5 and submit a portfolio of work demonstrating and reflecting on completion of projects in the content area. As part of completing majors in some content areas, candidates may also be required to provide additional evidence. In music, for example, candidates must give a recital; in Spanish, candidates must pass a Spanish proficiency exam; and in sport pedagogy, candidates must complete a capstone course in which they design a physical education curriculum and organize units of instruction for a school with specified facilities, resources, and student population. In addition, interviews with cooperating teachers, university supervisors, and university faculty indicate that candidates entering UOP credential programs demonstrate strength in content knowledge. In addition to meeting content area knowledge requirements, basic credential candidates must also pass the California Basic Educational Skills Test (CBEST) and successfully complete a basic computer skills prerequisite. Currently, California has no required subject matter examination. Content knowledge is assessed and verified by the means outlined above. As a result of No Child Left Behind, all students entering California Multiple Subject and Education Specialist credential programs after July, 2004 will be required to pass the California Subject Examination for Teachers (CSET).

### Content Knowledge for Other Professional School Personnel

Candidates for advanced credentials—Preliminary Administrative Services, Professional Administrative Services, Pupil Personnel Services, and Clinical Rehabilitative Services—must also meet content knowledge and experience requirements in order to be admitted into those programs. Each of these programs requires candidates to meet all university requirements for admission to graduate status, to hold necessary basic credentials, to meet teaching experience requirements, and in some cases, to meet GPA or GRE requirements.

**Pedagogical Content Knowledge for Teacher Candidates**
Prior to taking MS/SS methodology courses, candidates complete 13 units of professional coursework: Introduction to Education; Educational Computing; Learner-Centered Concerns; Teaching and Assessment; and Teaching English Learners. These provide a pedagogical foundation for content-specific methodology courses. Once enrolled in credential programs, candidates in MS programs complete 11 units of methods courses in science, math, social studies, reading/language arts, and literacy assessment. Candidates in SS programs complete nine units of coursework in curriculum methods and procedures and reading/language arts development. Students in both programs also complete a two-unit course, Teaching Exceptional Learners. Education Specialist credential candidates take a core of general education methods courses followed by a set of advanced specialization methods courses in their disability area. A review of course syllabi, candidate work samples, and student-teaching portfolios provides evidence that candidates are well-prepared to teach all subjects required by California standards. Interviews with methods course faculty, university supervisors, cooperating teachers, candidates, and program graduates corroborate these findings. Candidates understand the core concepts of the subject matter they teach and are able to present subject matter in clear, meaningful ways. Through their coursework and student teaching, they acquire the instructional strategies needed to present subject matter to a diverse student population in ways that promote student learning. Candidates use technology regularly in their coursework and in their work with students.

**Professional and Pedagogical Knowledge and Skills for Teacher Candidates**
Candidates in UOP credential programs do fieldwork during methods courses and student teaching in Stockton and Lodi Unified School Districts. Both districts are characterized by considerable ethnic, linguistic, and socio-economic diversity. All methods courses address the needs of diverse students and the instructional strategies most effective for addressing diverse learning needs. Through fieldwork and student teaching, students work with significant numbers of English language learners (ELLs) from Mexico and Central America, Asia, and the Pacific Islands. Candidates learn strategies for teaching English Language Development (ELD) as well as how to design lessons that make subject matter comprehensible for ELLs at all grade levels. Through means such as scaffolding curriculum, previewing of lessons with ELLs prior to whole group instruction, and building on students' prior experiences, candidates provide meaningful learning experiences to diverse student populations. This is evident in course syllabi and examples of student work as well as through interviews with cooperating teachers, graduates, and employers.

During student teaching, University Supervisors, cooperating teachers, and candidates base candidate evaluation and self-reflection on the California Standards for the Teaching Profession (CSTP). These serve as one of the summative assessments of candidate competency in both content and pedagogy. The six standards are:
>   **Standard 1**: Engaging And Supporting All Students In Learning
>   **Standard 2**: Creating And Maintaining Effective Environments For Student Learning
>   **Standard 3**: Understanding And Organizing Subject Matter For Student Learning
>   **Standard 4**: Planning Instruction And Designing Learning Experiences For Student Learning
>   **Standard 5**: Assessing Student Learning
>   **Standard 6**: Developing As A Professional Educator

In the Education Specialist credential program, competencies are based on the California Education Specialist Professional Standards.

During the transition from Ryan Act to SB 2042 credentialing, MS/SS candidates may choose to be evaluated under either the CSTP or the newly-adopted Teacher Profession Expectations (TPEs) of SB 2042. These reflect the same competencies as the CSTP, but are organized in a slightly different way.

**Making Subject Matter Comprehensible To Students**
TPE 1: Subject-Specific Pedagogical Skills For Teaching Assignments
**Assessing Student Learning**
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments
**Engaging and Supporting Students in Learning**
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
TPE 7: Teaching English Learners
**Planning Instruction and Designing Learning Experiences for Students**
TPE 8: Learning about Students
TPE 9: Instructional Planning
**Creating and Maintaining Effective Environments for Student Learning**
TPE 10: Instructional Time
TPE 11: Social Environment
**Developing as a Professional Educator**
TPE 12: Professional, Legal, and Ethical Obligations
TPE 13: Professional Growth

Student teachers must demonstrate competence in all six CSTP areas or in the 13 TPEs before being recommended for credentials. This was verified by a review of student files.

**Professional Knowledge and Skills for Other School Personnel**
Candidate competence in Preliminary and Professional Administrative Services credential programs is determined by both University and school district supervisors. Professional knowledge and skills are assessed through candidate performance in coursework, candidate reflections, supervisor observations, and submission of a learning portfolio. Candidates in the Educational and School Psychology program are assessed through coursework grades, supervisor evaluation of candidate field experiences and portfolios submitted at several stages of the program—the first when completing the Masters degree, the second prior to entering the Internship, and the third upon exiting the Internship. Portfolios products are aligned with CCTC and National Association of School Psychologists (NASP) standards, and assessed using a consistent rubric.

**Dispositions for All Candidates**
The unit has identified six core values that are reflected throughout its programs. These core values are Scholarship, Diversity, Integrity and Ethical Conduct, Social and Community Responsibility, Collegiality, and Teaching and Learning. These core values, when put into action, are seen by the unit as dispositions central to effective practice. For basic credential candidates, dispositions are assessed through portfolio reflections and candidate performance in coursework and field experiences and through the CSTP, Education Specialist Standards, or TPEs prior to exiting student teaching. Likewise, in Educational Administration programs, dispositions are assessed through candidate performance in coursework and reflective journals and through a Professional Development Plan based on standards contained in the California

Professional Standards for Educational Leaders (CPSELs). In Educational and School Psychology, dispositions are assessed each semester during field experiences and through the three portfolio assessments as well as the Personal Reflection Paper. Throughout each program, candidates continually examine their own development as educators in terms of the six dispositions at the core of the unit's mission and reflect on how these inform their work with students, families, and communities.

## Student Learning for Teacher Candidates
Student learning is at the center of the California Standards for the Teaching Profession, the Education Specialist Standards, and the Teacher Performance Expectations. For this reason, credential program coursework, field experiences, and student teaching focus extensively giving candidates the tools needed to provide meaningful learning experiences for students based on their developmental levels and prior experiences. A review of course syllabi, field experience records, reflective lesson plans, and student teaching portfolios indicates that students are able to assess student learning in a variety of ways and to plan, adapt, and modify instruction on the basis of these assessments. Interviews with current candidates, cooperating teachers, and program graduates provided numerous examples of how candidates assess learning and make use of student assessment in planning and teaching. This is particularly true of candidates for Education Specialist credentials, who play a key role in assessing students for learning disabilities and prescribing specific modifications and instructional strategies to promote greater learning for these students.

## Student Learning for Other Professional School Personnel
Candidates for advanced credentials are also guided by the CSTP, as these are the basis for pre-service training, induction, and evaluation of California teachers. For this reason, the coursework and field experiences in advanced credential programs continually focus on student learning as the ultimate goal of all school personnel. Educational Administration candidates develop skills as instructional leaders, resource managers, and program facilitators that enable them to create positive environments for student learning. In addition, they learn effective ways to work with students and families in diverse communities and complex policy environments. Likewise, candidates in school psychology learn to assess students for specific disorders, keeping in mind the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development.

**C. NCATE Team Recommendation**: **Standard Met** (for Initial Teacher Preparation Level and Advanced Level)

**D. Areas for Improvement: None**

**E. State Team Decision: Standard Met**

# STANDARD 2. Assessment System and Unit Evaluation

*The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

## A. Level: Initial and Advanced

## B. Findings

### Assessment System

California is in transition from credentialing under the Ryan Act to new credentialing standards defined by SB 2042. The main criteria for the demonstrating of competence has shifted. Multiple (elementary) and single subject (secondary) credential candidates currently in student teaching are assessed under the 6 California Standards for the Teaching Profession. Beginning with candidates student teaching fall 2004, competency will be based on 13 Teacher Performance Expectations (TPEs). During the transition period from Ryan Act to SB 2042, candidates at UOP currently enrolled in student teaching may choose to be evaluated under either set of standards in the program  Because UOP is an early adopter for multiple (elementary) and single-subject (secondary) credentials, they submitted their programs to California Commission on Teacher Credentialing (CCTC) for review in April 2002.  State program review for the advanced programs (Educational and School Psychology) occurred in 2003.  Single Subject Content Standards will be submitted to the state with a new process beginning Spring 2004. For Educational Administration program review will occur during 2004-2006.

Within the California standards two sets contain standards related to assessment. In California Program Standards for Multiple (elementary) and Single Subject (secondary) Credentials (2042), standards #17, #18 and #19 are related to the assessment of candidates.  Standard 17 relates to candidate qualifications for entering the fieldwork sequence (similar to a transition point to student teaching). Standard 18 requires that as each candidate progresses through the program of sequenced coursework and supervised fieldwork (student teaching), assignments and tasks are increasingly complex and challenging and that qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs and receives complete, accurate, and timely performance feedback and suggestions for improved practice. Standard 19 requires that by design, candidates will be assessed through the use of both formative and summative assessments embedded throughout the program. Candidates are to be informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the TPEs. Assessments are to be conducted by supervising teachers and university supervisors using documented procedures that are clear, fair, and effective. Aggregate data for individual candidates determine candidate competence and performance.

Teacher Preparation in California, Standards of Quality and Effectiveness, Common Standard #4 requires the institution regularly involve program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of the courses and field experiences which leads to

substantive improvements in each credentialing program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development, and evaluation activities.

Simultaneous to the changes in the California state standards, NCATE provided a transition plan for assessment systems that required institutions this spring to have a fully functional assessment system with data being generated, analyzed and applied. To comply with those guidelines, BSE's Accreditation Coordinator, its four department chairs, and the dean began the design of the unit assessment system in 2002-2003 and 2003-2004 with faculty and external constituencies (CTEI personnel, department advisory councils, and field supervisors). Once the design was determined, each department chair and his or her faculty completed the assessment system matrix for their respective departments and began to collect, collate, and document the assessments. Existing data were used. New state test scores were used. A newly created CSU graduate/employer survey implemented, and new assessment, processes, instruments, and rubrics were developed. Each department's assessment system matrix reflects the substantive changes concurrently being made in curriculum in response to SB2042 and the new NCATE requirements for assessment. The new comprehensive assessment system is being developed as quickly as the new CCTC standards are in place, programs reviewed and revised, submitted and approved. The need to coordinate the new assessment instruments and processes with the new CCTC standards and the new curriculum clearly defines where the system is today.

The accreditation visit of the BOE team to the University of the Pacific (UOP) occurred in Spring 2004. The unit has identified transition points (admissions, advise and assistance, continuation in program, exiting the program, and beyond program through overall program assessment.) and major assessments for credentialing programs in the three academic departments: (1) Teacher Education (multiple subject [elementary], single subject [secondary], and education specialist [special education]), (2) Educational Administration and Leadership (educational administration), and (3) Educational and School Psychology (school psychologist). Assessment systems for the various credential programs have been developed with input from critical administrators and faculty. The ongoing development of and modifications to the Assessment System involves constructive input from diverse groups: advisory committees, undergraduate and graduate facuty, candidates, administrators, area educators, and employers.

The unit has identified a design for the collection of the data, analysis, summarization and use of the data for the above programs, addressing the data to be collected, who is taking the assessment, when and/or where the assessment is given, how the data are analyzed, summarized and by whom, how the results are used for individual candidate planning, and how the results are used for program planning. A database has been completed to document the diversity of candidate field placements. Data are entered for current candidates. A Teacher Education Assessment Data Base of items for candidates beginning Spring 2002 has been developed. Items identified for two transitions (program admittance and entrance to student teaching) are listed in the database for multi-subject, single subject, and education specialist. Data for fewer than 5% of the candidates are currently entered in the database. Program evaluations by candidates and exit data from graduates and employers are evident. Data have been provided to the faculty for analysis. Although not mentioned as part of the assessment system, several unit operations are also assessed (faculty, [faculty, clinical faculty, university supervisors, master teachers], advising, field experiences). Initial steps to ensure fairness, accuracy and consistency have been taken in each program.

In addition to credentialing programs, the unit has degree programs within the two departments (Curriculum and Instruction and Educational Administration and Leadership) that are not currently included in the assessment system (1) MA, MS and EdD in Curriculum and Instruction and (2) MA and doctorate in Educational Administration. Interviews with chairs of those departments and the dean indicate ongoing assessment and multiple assessments at each transition point in those programs as well.

Three major pieces of the assessment system are designed: Educational and School Psychology, Curriculum and Instruction, and Educational Administration and Leadership. Data from program reviews of the old program provided critical information needed in program redesign as the move was and is being made from Ryan to 2042 credentialing in each of the areas. The assessment system for the Educational and School Psychology programs includes multiple assessments at multiple points with data aggregated available for content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. The assessment systems for the programs in the other two departments are designed. Multiple assessments at multiple points are systematically being collected. Aggregation of data has begun in those areas, primarily with follow-up survey of graduates and employer surveys, CBEST and RICA scores (state-mandated tests).

In addition, several pieces of unit operations are in place, including (1) faculty evaluation (teaching, scholarship, service through T&P and annual evaluation), (2) diversity (in curriculum, candidates, faculty (3) student teaching placements, (4) faculty, (5) advising, and (6) budget—credit hour production, salaries and merit pay, and operating budget.

The Conceptual Framework is based on Reflective Practice, guided by Six Core Values (Scholarship, Integrity and Ethical Conduct, Diversity, Social and Community Responsibility, Collegiality, and Teaching and Learning) and 14 Learner-Centered Principles.

The BSE Assessment Plans call for evaluation at five key candidate transition points
- admissions,
- advise and assistance,
- continuation in program,
- exiting the program, and
- beyond program through overall program assessment.

The unit programs focus on formative assessment, with close contact between the candidates, area educators, staff, and faculty. Reflective practice involves a coherent, continuous "cycle of observation, reflection, refinement, and application (i.e., experimentation and assessment) that informs one's work. This means that the practitioner actively engages in work by observing, adding to his or her repertoire of experiences, and refining observations through reflection. The product of reflection is used to 'reframe the problem' (i.e.., to reconceptualize the problems addressed in the work) and to apply this "reframing" or reconceptualization to subsequent applications in the tentative form of experiments. Similarly assessment is used diagnostically to improve work" (Conceptual Framework). Many of the evaluations are based on the reflective process during meetings and courses that results in changes to the credential program.

Elements of the conceptual framework evident in multiple assessment instruments (interviews, portfolios, and clinical practice evaluations) in each program include those of diversity, collegiality, and teaching and learning. In some cases, others of the six values are also apparent.

Credentialing programs have been, are, and will be submitted to the state for review. Each credential program (initial and advanced) has identified a set of assessments for use at 5 transition points
- *Admissions*
- *Advise and Assistance*
- *Continuation in Program*
- *Exiting Program*
- *Beyond Program through overall program assessment*

In all programs, clear transitions at admission, to student teaching, exit from student teaching, and program completion are evident in the assessment system for each credentialing program. Interviews with the dean and department chairs confirmed that non-credentialing programs in the unit (master's and doctoral degree programs) have similar transition points and multiple assessments at each.

Because of the size of the institution and the focus on reflective practice, candidates are coached, mentored, and guided in a reflective process that involves reflecting on and taking responsibility for one's actions through continuous planning and replanning of professional practice. This occurs systematically at several transition points in interviews and evaluations to an ongoing portfolio.

From the candidate surveys, data from Fall/Spring 2002 and Summer 2002, BSE Ryan Act Credential graduates, candidates indicated that they did not confidently feel prepared to meet the needs of students who are ELL. In program revision and guided by the provisions of SB2042, new program evidence suggests that this perceived weakness will be addressed.

Assessment plans indicate that the processes for initial and advanced assessments are similar in that they each have an application packet of information and an interview. Each maintains portfolios throughout the program. Each have entrance to and evaluation of field experiences. Each has exit portfolios. Initial programs have reflective lesson plans, the completion of TPEs, and RICA. Advanced programs have exit interviews.

Interviews with department chairs indicated that the processes for non-credentialing programs are similar in nature, both in transition points and in the types of assessments. A move from the traditional written comprehensive exams to three qualifying activities that better prepare candidates for successful program completion has recently taken place.

Assessment and evaluations of unit operations other than candidate and program assessment are evident, but not currently in the written unit assessment plan. Those include assessments of faculty, field experience, advising, and budget. Faculty are evaluated each year using the Annual Review Form and every 5 years using T&P guidelines. Candidates evaluate their university supervisors and traditional student teachers also evaluate their master teachers. This process is reviewed more thoroughly in Standard 5. Full time non-tenure track faculty (visiting and clinical faculty) have a procedure of self and peer evaluation. Faculty submit their faculty service reports to the dean and department chair. At the five-year point, the dean reviews them along with a

committee of faculty and candidates. The committee reviews the faculty members' self reports and course evaluations and makes a recommendation to the dean.

Field and clinical experiences are evaluated in terms of their effectiveness by the candidates and by university supervisors. The Assistant Director of Field Experiences keeps a record based on discussions with faculty of successful experiences in area schools in order to continually assure appropriate placements for candidates. This process is more clearly defined in Standard 3.

Budget information is clearly presented and analyzed yearly in terms of faculty salaries, merit increases, operating budget, allocations from the university and allocations from endowment. Highly influenced by enrollment numbers, these analyses are closely tied to candidate recruitment and retention activities. A more thorough explanation of this process is outlined in Standard 6. As part of early coursework, candidates are asked to assess advising through the use of advising surveys. Although concerns were expressed over who would use the results and how, data indicated that candidates had concerns about availability of advisors, the need for more and more convenient times for advising, improvements in accuracy of advising and clarity of graduation requirements. Minutes of faculty meetings indicate that the Chair has challenged faculty to think of ideas for improvement.

Raw data for candidate petitions were reviewed. The numbers, types, and dates of the petitions were aggregated in spreadsheet format. Types of decisions included late adds, GPAs, transfer coursework.

At the **initial level**, each applicant for credential programs completes an application packet that includes the following:
- Self-assessment essay
- Subject matter competency and verification
- Certificate of Clearance Form
- CBEST Scores
- TB Test
- Transcripts (GPA)
- Recommendations
- Prerequisites
- Electronic Portfolio
- Interview with committee

The Director of Field Services provides a profile of the candidate (desires for grade levels, readiness to handle responsibilities of student teaching or internship, and competence of knowledge needed for successful teaching. Items collected at Entrance to Student Teaching include
- Student Teaching Application Review
- Faculty Feedback Forms of Candidates Dispositions
- Interviews

During Student Teaching, master teachers complete evaluations every 4 weeks. End of term evaluations appraise the candidate's proficiency in teaching and indicate which CCTC TPEs have been met including RICA. University supervisors observe candidates weekly to evaluate lesson plans, teaching, assessments, and instructional units prepared by the candidate through the clinical experience. The list of assessments includes

- Cooperating Teacher Evaluations
- Reflective Lesson Plans
- Portfolio
- Candidate Competencies in each TPE
- RICA (Reading Instruction Competency Assessment)

The recommendation for credential comes with completion of all assessments and the passing of state tests.

The assessment plan for **advanced credential programs** includes common assessments at 4 transition points. Applications to graduate study and the program and interviews occur at entrance. Advising is ongoing. Portfolios document the accomplishment of standards. Field experience evaluations are completed by university supervisors and district/clinical partners. Exit interviews with portfolios occur at exit from the program. The Praxis II Content Test is required of School Psychology.

Interviews with department chairs and the dean indicate that **non-credentialing programs** have entrance standards which require admittance to graduate study with some additional requirements for specific programs, ongoing qualifying activities designed to show progress toward program goals, and a culminating assessment for graduation.

Each credential program (initial and advanced) has identified a set of assessments for use at 5 transition points
- Admissions
- Advise and Assistance
- Continuation in Program
- Exiting Program
- Beyond Program through overall program assessment

BOE and State Review indicate that admission and exit requirements ensure quality candidates at entrance and competency at exit and that assessments at various transition points ensure that candidates have the appropriate skills and dispositions to continue in their program.

**Data Collection, Analysis, and Evaluation**
Data at entrance, regularly and systematically collected for individual candidates, includes GPA, interview, CBEST (test of basic skills for basic credential candidates), and for some graduate programs, GRE data. For transition to clinical practice, completion of coursework is required, legal documentation is required, interviews take place, and at the basic credential level, faculty feedback forms of candidate dispositions for student teaching are gathered. Exit data includes portfolios, clinical evaluation forms from multiple observers (site, university, candidate), and in some cases, interviews. Clinical evaluation forms include information related to California standards and specific TPEs.

Analysis for individual candidate competence occurs regularly at each transition point. Aggregate data currently collected includes CBEST and RICA for basic credential programs, and graduate and employer surveys for all credentialing programs. The data are reviewed annually, primarily by advisory boards and faculty. In 2003, BSE became part of an assessment consortium led by the Chancellor's Office for the CSU system which conducted their first

statewide survey of employers with results available Spring 2004 and which the BOE team reviewed.

Internally data are managed through two systems: (1) UOP utilizes the Banner Student Records System to maintain university records. BSE candidates records are housed in this system and faculty have access on campus and away from campus. Departments also have a departmental tracking system of candidate progress utilizing either Excel, Microsoft Access, or Filemaker databases.

**Use of Data for Program Improvement**
In all departments, clear evidence was provided regarding changes being made based on input from data. In terms of the basic credential, changes were made to the portfolio review process based on input from the last NCATE review. No longer is the advisor responsible for the assessment of the portfolio. Assessment falls to the faculty in Field Placement. A rubric is used by two faculty members separately. When concerns are evident, discussions occur and joint decisions are made. Candidates are allowed to revise and rewrite to reach the passing standard.

In response to exit interviews with student teachers, a series of professional development seminars was designed to address immediate concerns of student teachers while student teaching. New standards for California lead to a revised final evaluation form for student teaching, addressing standards and TPEs. In response to candidate input at the end of their programs in educational and school psychology, early field experiences were initiated, allowing candidates time to observe in clinical situations before entering clinical practice. These experiences occur during each of the semesters of coursework. The EdD is being examined in terms of outcomes and need in order to focus resources on a unique spot for BSE as a PhD institution in Educational and School Psychology.

The doctoral programs in Educational Administration and Leadership required comprehensive exams which were not seen as critical pieces in completion of a degree and for the gaining of the knowledge, skills, and dispositions needed for the degree. Proposals to graduate studies resulted in a set of qualifying activities which lead closely to dissertation topics and research support candidate completion of the programs.

**Overall Assessment of Standard**
Required elements of an assessment plan were evident in practice. Elements required of an assessment plan were evident when combining information from the IR, the written Assessment Plan provided to team members before arrival on site, and written documents created in response to questions and provided while the BOE team was on site.

Candidates are assessed. Data points have been identified. Assessment pieces and grading/scoring strategies have been identified and/or created. Data collection occurs. Aggregation of data to inform program decisions has begun.

**C. NCATE Team Recommendation**:  **Standard Met**

**D.  Areas for Improvement:**
New: A single document outlining the assessment plan addressing credentialing programs, non-credentialing programs, and unit operations does not exist.

*Rationale: All pieces of an assessment system were evident to BOE members during the onsite visit.  Not all were included in the writing of Standard Two or the written Assessment Plan received before the teams' arrival on site, but were evident with additional written responses to inquiries of the BOE and State Teams.*

New: A clear timeline for review and analysis of data from a unit perspective and the reporting of results does not exit.
*Rationale:  Although each department has identified assessments and a timeline for review of candidate data (aggregated in some cases as program data), the management system for it from a unit perspective is needed.*

Corrected: Old Weakness: Category II D. Ensuring Competence of Candidates: A systematic and consistent plan for the assessment of candidate portfolios, exit interviews, videotapes, and observed performance in schools does not exist.
*Rationale: Changes in the assessment of candidate portfolios have taken place. No longer does the candidate's advisor assess the portfolios.  To assure across candidate consistency, two people view all portfolios, consulting with each other in areas of concern.  Evaluation instruments for student teaching have been revised to meet the new California standards and Teaching Performance Expectations (TPEs). Exit interviews are now used more to inform programs than to determine candidate competency for exit.*

**E.  State Team Decision:  Standard Met**

# STANDARD 3.  Field Experiences and Clinical Practice

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

## A.  Level:  Initial and Advanced

## B.  Findings

Content knowledge leading to initial and advanced licensure is demonstrated through student teaching and other fieldwork evaluations, work samples, follow-up surveys with employers, grade point averages, and coursework assignments.  All programs were reviewed and approved using the California standards.  Candidates can earn a teaching credential in a traditional student teaching format or as interns (those already employed by a district.)

Student teaching provides an opportunity for candidates to apply and strengthen teaching skills and to continue to learn about teaching.  This learning is facilitated by opportunities for reflecting on and adapting teaching strategies; accepting feedback and suggestions from the university supervisor and cooperating teacher; and by investigating the context of schooling through observation, discussion, and participation.

A review of course syllabi, accreditation report, and interview with faculty and students substantiate that all initial and advanced credential programs are based on the unit's conceptual framework. Because California content standards were developed to align with national content standards, programs and assessment are based on national standards.

Field experience and clinical practices are key components that are embedded within the following professional preparation programs: Multiple Subject Credentials, Single Subject Credentials, Educational Specialist:  Mild/Moderate and Moderate/Severe Credentials, Pupil Personnel Services Credentials in School Psychology, Administrative Services Credentials, and Clinical or Rehabilitation Services Credential in language, speech and hearing.

## Collaboration between Unit and School Partners
Selection of field sites is a collaborative process, involving all participants. The BSE's selection process for field experience sites benefits greatly from the long-term relationships they have developed with local school districts, schools, administrators, and supervisors – many of whom are their own graduates. The BSE has a large number of schools in the area that enthusiastically welcome their fieldwork candidates. Many of their field experience and clinical supervisors and other school personnel are members of one or more of their Advisory Boards or committees and have been integrally involved in the development of all components of the programs. Additionally, a majority of the part-time faculty are currently public school employees and collaborate with full time faculty on design, implementation, and assessment of individual programs.  Examples of partnerships are noted in chart 3.1

**3.1**

| Credential Program | Collaboration |
|---|---|
| Multiple Subject | The program has systematically sought advice from practitioners in cooperating schools in the Comprehensive Teacher Education Institute grant, including faculty and administrators from Oakwood School, Wagner Holt School, Heritage School, Clairmont School, Lawrence School, Davis School, Sutherland School, Oakwood School, John Muir School, and Woodbridge Middle School in the Lodi Unified School District. We have presented information about our program design for the Diversified Major and the Multiple Subject Preliminary Credential Program to administrators and teachers from the Lodi District. |
| Single Subject: English History, Social Science Mathematics Music Physical Education Science-Biology Science-Chemistry Science-Geosciences Science-Physics Spanish | In the Single Subject Program, teachers and administrators at Stagg High School, Stockton Unified School District, collaborate with department faculty in the Single Subject program in course presentations, field work assignments, and advisement about the courses in the program. The Music Education program for the Single Subject credential has an advisory council for internship placements and program review. The University-wide Teacher Education Committee made up of College of the Pacific and BSE faculty and students meets to determine program specifics as well. |
| Education Specialist: Mild/Moderate Level I Mild/Moderate Level II Moderate/Severe Level I Moderate/Severe Level II | The Education Specialist program students participate on a daily basis with Multiple and Single Subject students. Information is gathered from instructors who also teach at area schools and from supervisors. |
| Administrative Services: Tier I and II | The Administrative Services credential elicits feedback from students, supervisors, and area administrators in the development and revision of the program through advisory meetings and continuous discussion. |
| Pupil Personnel Services: School Psychology | The Pupil Personnel Services program works extensively with district level personnel through the internship program. Additionally, the faculty meets with an APA national advisory board to discuss changes to program as they are seeking APA accreditation. |

The University uses surrounding school districts for fieldwork placements. Two examples are Stockton Unified School District and Lodi Unified School District. Presently they are in the finalizing phase of establishing a model field experience school with River Oaks Charter School.

Stockton Unified School District (SUSD) serves a large urban community in the heart of California's Central Valley. The Stockton District includes 49 schools with over 41,000 students, 23.6% English learners, 62.8% students receiving free and reduced meals, and 87.3% minority student population.

Lodi Unified School District enrollment is 26,700 students in Kindergarten through grades twelve. There are 37 school sites: 28 elementary, five middle, three comprehensive high schools, and two continuation high schools. They are 27.9% English learners, 60.2% student receiving free and reduced meals, and 61.1% minority student population. The district also has two elementary school day schools, one middle community day school, a Middle College High School, an adult school, a career center, children's center, developmental center for the handicapped and several other school programs.

A model of an evolving partnership is with a charter school in a local district. Aspire school uses a Personal Learning Plan that identifies student goals. This plan is designed by the student, teacher, and parent(s). UOP candidates will be a part of this endeavor.

Interviews with cooperating teachers and school administrators indicate that they are very pleased with the content knowledge that candidates and graduates of the University of Pacific teacher education program process. Cooperating teachers indicate that candidates have excellent book knowledge, as well as knowledge of instructional strategies and interventions. Candidates and graduates are knowledgeable about their content area preparation and confident in their ability to deliver the subject content.

**Design, Implementation, and Evaluation of Field Experiences and Clinical Practices**
Student teaching is full-day teaching for a semester, and undergraduates may be approved for student teaching. Prerequisites include admission to teacher education, fingerprinting and TB test clearance. Additional clearances are required, including passage of CBEST, subject matter approval; Certificate of Clearance; successful progress in all programs and assessment requirements; and approval of the Director of Field Experiences. Prior to beginning their placement, student teachers and cooperating teachers meet for an all-day orientation. This gives everyone an opportunity to learn about the expectations of the program and to get to know each other away from the demands of the classroom. This is the time when the supervisors meet with their students and cooperating teachers to explain their procedures. Seminars are where multiple and single subject students will meet together for some of the large group seminars and separately for others. Small group seminars are arranged as needed by the individual supervisors. CTEI Teacher Forums are generally presented twice during the semester. Observation forms are distributed to the student teacher, another to the cooperating teacher, and a copy of the student's file. Cooperative evaluations are filled out by the student and cooperating teacher every four weeks. Students are to complete a total of 8 reflective lesson plans during the semester. There are thirteen SB2042 Teaching Performance Expectations (six Ryan Standards) which need to be demonstrated by the end of the semester. Student teachers are to submit detailed lesson plans for every lesson they teach. Student teachers also complete a thematic, integrated unit. A portfolio must be completed by the end of student teaching. Student teachers also keep a personal reflective or dialogue journal with regular entries. The field supervisor

observes the student teacher every week with a minimum of six formal observations completed during the semester.

In the internship programs, each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purpose of the program and assures the university that the appropriate support for the intern is available in the district.

Internship requires completion of at least a Bachelor's degree, approvals by the teacher education program, and a contractual and memorandum of understanding with a local school district. Internship typically requires at least one academic year. Prerequisites include admission to teacher education, fingerprint and TB test clearance. Additional clearance are also required including passage of CBEST, subject matter approval, certificate of clearance, completion of the United States Constitution requirement, and approval of the director of field experience, and a contract with a school district. To pass Student Teaching, a student must achieve an equivalent grade of B or higher. The evaluation will be based on the objectives, competencies required for certification and the cooperative evaluation. The professional portfolio, and observations and/ or professional recommendation by the Site Support Team, University supervisor and other professional as required will provide the evidence for determining if the intern will be recommended for a preliminary or clear credential. The University supervisor will be responsible for determination of the final grade (pass/no credit). The final grade will be based on the student's performance in achieving the Intern competencies. The Site Support Team's evaluation of the intern's performance is critical in the evaluation process.

### *Chart 3.2 Admission, Continuation and Exit Requirements*

**For Initial Teaching Credential**

| Transition Points | Requirements |
|---|---|
| Beginning as a Freshman | • Admittance to the University in good standing<br>• Enrollment in CURR 105 Introduction to Education<br>• Live Scan Fingerprints |
| Beginning as a Transfer Students from Community Colleges | • Admittance to the University in good standing<br>• Meet with Department Chair or faculty member<br>• Review of acceptable transfer units from the Admissions Office |
| Admittance to Credential Courses | • Successful completion of interview with department chair and faculty<br>• Overall GPA of 2.5 in last 60 units<br>• Transcripts with Bachelor's Degree posted from accredited institution (for Graduates)<br>• Certificate of Clearance/Live Scan Fingerprints |

| Transition Points | Requirements |
|---|---|
| | (for Interns)<br>• Successful completion of basic computer skills prerequisite<br>• Passage of Subject Matter (through coursework or exam)<br>• Passage of CBEST |
| Admission to Directed Teaching | • Grades remain in good standing (at least 2.5)<br>• Interview with faculty member and area educators<br>• Completion of Subject Matter<br>• Completion of U.S. Constitution Requirement<br>• Three letters of recommendation<br>• Statement of Intent<br>• Successful completion of Fieldwork |

## Chart 3.3 Admission, Continuation and Exit Requirements

### *For Advanced Credentials*

| Benchmarks | Requirements |
|---|---|
| Admittance to Credential Courses | • Successful completion of interview with department chair and faculty<br><br>• Admission to University of the Pacific graduate standing requiring the possession of a baccalaureate degree<br><br>• Interview with the department chair and subsequent approval by department<br><br>• Possession of a valid basic teaching credential or a services credential (in the appropriate area for Preliminary, Internship and Level II/Professional Credentials)<br><br>• Verification of successful full-time experience utilizing the qualifying credential (for Internship and Level II Professional Credentials)<br><br>• Written verification of desirable personal and professional characteristics for administrative service.<br><br>• An overall grade point average of at least 3.0 in credential courses (up to 9 units may be taken as |

| Benchmarks | Requirements |
|---|---|
| | an unclassified graduate) |
| | • Three (3) letters of recommendation attesting to the candidate's potential for education leadership (as required for advancement to candidacy) |
| | • A candidate's self statement on career goals and objectives. |
| | • Verification of passage of CBEST and/or GRE |
| Culminating Experience/ Exit from Program | • Successful demonstration of content and pedagogical knowledge, skills, and dispositions |
| | • Successful completion of Culminating Portfolio |
| | • Successful completion of Field Experiences |
| | • A minimum of a 3.0 GPA in all graduate courses taken |
| | • Exit Interview |
| | • |

After admissions, students are assigned a faculty advisor. Interns are assigned to university supervisors as soon as they begin their internships and are admitted to the credential programs. Faculty are trained by the department chairs and forms have been developed for all levels of the programs to guide advisors through the process. Students are encouraged to meet with their advisors at least once each semester.

The following are two examples of exit procedures for candidates. To exit the program student teachers must complete a comprehensive portfolio and it is evaluated using a rubric developed by program faculty. Candidates must address the following six standards: 1) engaging and supporting all students in learning, 2) creating and maintaining effective environments for student learning, 3) understanding and organizing subject matter for student learning, 4) planning instruction and designing learning experiences for student learning, 5) assessing student learning, and 6) developing as a professional educator. The candidates must also demonstrate competency in the unit's six dispositions: 1) scholarship, 2) integrity & ethical conduct, 3) collegiality, 4) diversity, 5) social/community responsibility, and 6) teaching and learning.

In educational administration and school psychology, periodic reviews by university and district supervisors are completed in order to evaluate quality and breadth of experience for each activity performed by the candidate. If weaknesses have been identified a plan for improvement will be developed by the candidate, university supervisor, and district supervisor. Ongoing evaluation by the university and district supervisors provides substantial feedback for improvement and verification of experience and competence.

Candidates are provided with written materials outlining procedures for evaluation, as well as the necessary forms.

**Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn**
Field experience activities for each program (internship, student teaching, field studies) include methods appropriate to the specific program. Candidates must demonstrate pedagogical

knowledge, skills, and dispositions to complete the program. Course syllabi validate that pedagogical content knowledge and skills are included in the courses and that content is related to the conceptual framework. Candidates in all initial programs must demonstrate the dispositions as identified in the conceptual framework. Although many departments have been assessing candidate disposition, there has been no standard assessment procedure or criteria. Therefore, spring 2003, procedures and a standard assessment form were developed and piloted in fall 2003. The required dispositions from the conceptual framework are noted, and candidates must sign an acknowledgement statement indicating that they are aware they will be assessed on these dispositions. Dispositions are assessed and/or reviewed at each decision point. Candidates are provided with copies of the procedures and the assessment form.

To ensure advanced level professional and pedagogical content knowledge, all advanced teaching programs require coursework and a practicum, internship, research, or project related to teaching in the content area. Candidates learn about and apply institutional, state, and national standards; professional organizations; multiple assessment techniques, lesson planning, use of technology, learning styles, and other teaching methods applicable to their content area.

Candidates and graduates indicate strong preparation in professional and pedagogical knowledge and skills. Interviews with internship supervisors, cooperating teachers, and employers and observing graduates, student teachers, and students doing field work provided evidence that graduates demonstrate professional and pedagogical knowledge specific to their discipline. Follow-up assessment of the quality of programs and completed surveys by the university supervisors, cooperating teachers, employers and graduates of other school personnel also provide evidence of professional knowledge and skills. Graduates felt the classes "built upon one another" to prepare them for the classroom. Elementary and secondary graduates felt very prepared for lesson planning, interventions, and content skills. Alumni, who are now students' supervisors, principals, and cooperating teachers noted that, UOP candidates are, "bright, enthusiastic students who have been prepared to enter a diverse student world…" "They are prepared for the next step of real student application."

In all programs, candidates for credentials and Master's Degrees are required to demonstrate mastery of content area and pedagogical and professional knowledge. Programs are sequenced so that candidates provide evidence of subject-matter competency, skills, and dispositions, and successful field experiences before being allowed to continue in their field of study and participate in a field or clinical experience At the conclusion of all programs, exit interviews are conducted along with completion of a final candidate evaluation form and/or Professional Portfolio that documents the application of the content, pedagogical, and professional knowledge acquired by the candidate.

Multiple assessments are used to determine competency of candidates participating in student teaching/internship. Master Teachers complete both mid-term and end-of-term evaluations. Midterm evaluations provide the candidates with constructive comments regarding areas that need improvement as well as areas of strength. Suggestions for improvement are also offered. The end-of-term evaluations appraise the candidate's proficiency in teaching and indicate which CCTC TPE's have been met. University supervisors observe students weekly to evaluate lesson plans, teaching, assessments, and instructional units prepared by the candidate throughout the clinical experience

At the Directed Teaching seminars, candidates share personal reflections on their philosophy of teaching, on their students' work, and on their responses to the TPEs or program credential standards. They also discuss their progress on their final portfolios which are due prior to the recommendation for a credential and assessed by rubric by the Director of Field Services.

Portfolios contain examples of student work and reflections on the candidate's capability to plan and design learning experiences for all students. Additionally, candidates develop a personal Philosophy of Education and a professional resume. Portfolios and/or selected examples of student work are shared with supervisors and other candidates at the completion of their clinical practice. Peers, supervisors and other education faculty provide critique and feedback on each presentation. As candidates reach Directed Teaching under SB2042, portfolios including the candidate's entire credential program field experiences and courses will become entirely web based. Clinical Faculty and University Supervisors meet once each placement (four times per year) during the Directed Teaching Orientation Meetings.

Throughout the advanced level programs, the development of sound pedagogical applications is fostered by the integration of knowledge bases and clinical and field-based experiences. These experiences are sequenced to parallel the candidate's development of the knowledge bases in the field as well as practical professional skills, and dispositions. All of the advanced credential programs listed above require passage of the California Basic Educational Skills Test (CBEST) either before admittance to the program or during the first semester of classes. In addition to the first three stages of field experiences noted earlier (Initial Exploration, Field Work, and Case Study), candidates must culminate their credential program with extensive clinical practice.

The Administrative Services Credentials are advanced preparation programs extending the knowledge and skills of future administrators and provides for intensive professional development and induction. Required competencies are demonstrated through planned professional options selected in collaboration with the candidate, district representative and university advisor. The final assessment of the Administrative Services candidates is the completion of an induction plan, which becomes an extensive portfolio demonstrating the candidate's successful completion of standards.

**Overall Assessment of Standard**
This standard is met. Documents presented, as well as interviews and observations with candidates, faculty, school personnel, graduates, and cooperating teachers support that candidates preparing to work in schools as teachers or candidates already working in schools or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn whether their role is teacher, administrator, or psychologist. Assessment and evaluations indicate that candidates meet professional, state, and institutional standards.


**C. NCATE Team Recommendation: Standard Met**

**D. Areas for Improvement: None**

**E. State Team Decision: Standard Met**

# STANDARD 4.  Diversity

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

## A.  Level:  Initial and Advanced

## B.  Findings

Diversity is one of the unit's six Core Values. These core values are reflected in the curriculum (including field experiences), in candidate and faculty recruitment, and in the selection of field experience site supervisors. Given the degree of diversity in California's P-12 schools, and the community that the University of the Pacific serves, this commitment to diversity in the unit is essential to its success. Diversity is not just determined by ethnicity, but also by all categories noted in California Assembly Bill No. 537, CHAPTER 587, "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation." This expanded definition of diversity encompasses elements of NCATE's definition. The unit endeavors to recognize diversity in all its forms and the unit intent is to make certain that the candidates are ready to successfully work with all students, parents, teachers, administrators, school psychologist, paraprofessionals, and other school personnel.

The unit's conception of professional work presumes courtesy, respect, and regard for others.  In addition, a central component of the conceptual framework is reflective practice.  The underlying importance of a reflective practitioner is an understanding of all learners, which includes theories of cognitive, developmental, emotional, and physical growth acquired within a learner's culture and those of his or her future colleagues and P-12 and adult students.

At both Initial and Advanced levels in the unit, programs include readings focused on multi-cutural contexts and diverse learners.  All programs include extensive instruction in in the design and implementation of experiences for all learners. Specific readings and field experiences introduce and explore the needs of various ethnic groups living in California, including African Americans, Asian Americans, Native Americans, and Latino/Latina Americans.

## Design, Implementation, and Evaluation of Curriculum and Experiences

BSE faculty have designed curricula and field experiences for all initial and advanced educational programs based on state and national standards.  The goal is to allow candidates to demonstrate acquisition of the knowledge, skills, and dispositions related to diversity. The curricula and field experiences are founded on a knowledge base rooted in theories that promote respect for all individuals, culturally responsive pedagogy, and equity. The curricula and field experiences in initial and advanced programs are also influenced by state and professional program standards that require educators to become proficient in addressing issues of diversity.

During the BSE experience, candidates learn that diversity means different ethnicities, languages, religions, abilities, social classes, and sexual orientation. Candidates are taught about diversity (definitions and demographics) and competencies to work with students diversity

(strategies, assessments, activities). Major assignments, including field experiences, case studies, assessments, and planning for instruction or assistance include a focus on diversity.

In the multiple subject credential methodology courses, candidates create an interdisciplinary thematic unit that requires attention to both content and diversity (special education, English Language Learners, P-12 content standards and curriculum, and connecting research to practice).

The nature of the BSE context results in the diverse environment for candidates who attend the University. The candidates, faculty, administration, and staff are committed to practices that promote advocacy and equity in educational institutions. This belief is clearly stated in the unit's Mission, Core Values and Learner-Centered Principles.

Candidates are provided multiple opportunities through coursework to ensure that they are prepared to teach to students with language differences and exceptionalities. The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures which are designed to meet the needs of English language learners. These programs include attention to English language development and the state-adopted reading/language arts student content standards and framework. The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals. The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to learners.

Candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Candidates learn to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom. Candidates prepare special plans for students who have exceptional needs and adapt instruction in the regular settings to meet the needs of all learners.

Candidates participate in systematic and culminating field experiences that allow them further experiences in diverse contexts, and to implement the competencies they have gained in meeting the needs of diverse student populations. Clinical assignments are designed to provide appropriate opportunities for candidates to work with diverse learners. Placements are selected based on a number of variables including socioeconomics, ethnicity, English language learners, special education classes, and underserved schools. Student teaching supervision is carried out by professionals who have P-12 experience, understand the conceptual framework, and pay particular attention to the way candidates interact with diverse learners in diverse environments during their clinical practices. Issues of diversity are widely discussed and addressed during the seminars and field experiences. For example, teacher candidates are required to use the unit's lesson plan format and include components pertinent to differentiated instruction for diverse learners. Candidates are consistently evaluated during their program to assess their dispositions and abilities to work with diverse candidates and colleagues.

The unit's commitment to diversity is included in the requirement that each candidate develop an electronic portfolio, addressing issues of diversity within the portfolio that they begin creating as

they take CURR 105x, Introduction to Education and CURR 134x, Educational Computing. The content of the electronic portfolio will include students' selection of "centerpiece" or exemplars of their work illustrating their knowledge, skills, and dispositions along with their work in developing competence in each of the CCTC's set of thirteen Teaching Performance Expectations (TPEs). Embedded in the TPEs are specific issues that address diverse student populations. Candidates will continue to develop the electronic portfolio as they take remaining prerequisite courses (EPSY 121x, Learner-Centered Concerns. CURR 130x, Teaching and Assessment, and CURR 137x, Teaching English Learners, as well). During the first courses in the program, CURR 105x, CURR 134x, and EPSY 121x, students will learn about the program's basic tenets: reflective practice, guiding partner. Candidate are assessed at four transitions points to establish that the candidate has met or exceeded the unit's program requirements as well as the Teaching Performance Expectations and California Standards for the Teaching Profession. The four transition points include entrance to teacher education, admission to student teaching or internship, exit from student teaching or internship, and program completion.

Candidates also receive written and oral feedback from instructors or teachers at the field sites. This feedback is formative and provides opportunities for reflection on practice and on the essential content information as well as teaching methods to help engage students in learning context, helping to build students' own ideas about their abilities in working to help all students learn.

## Experiences Working with Diverse Faculty
The unit attempts to create opportunities for students to work with both university and school faculty of all backgrounds. Candidates are expected to interact with all school faculty, including paraprofessionals, teachers, and administrators in an effective manner. In addition, as fieldwork is a large part of each program and within each course, candidates work with clinical faculty for a great percentage of their out of class time. While the ethnicity of clinical faculty and cooperating teachers is diverse, ethnic and racial diversity among university faculty has been their greatest challenge in meeting their general commitment to diversity.
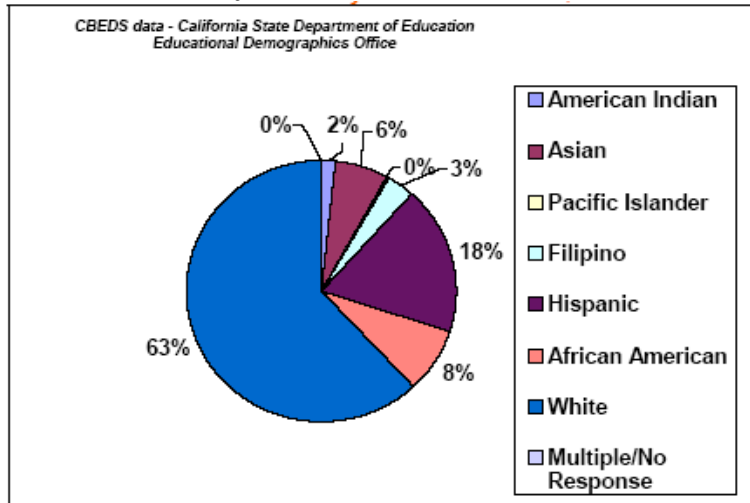
Good faith efforts in the last three years have been made by the BSE to recruit diverse faculty. Since 2001 11 searches have resulted in the appointment of two faculty from underrepresented groups. In all of these searches, the unit advertised in all of the appropriate national journals or publications, including *Chronicles of Higher Education, Black Issues in Higher Education and Hispanic Outlook*. In the last three years two searches were aborted because of a lack of qualified candidates and a lack of qualified finalists of ethnic and racial diversity. The continuing challenge for the unit is to recruit highly qualified candidates including members of underrepresented groups.

The University has established clearly defined diversity objectives that are contained in its Diversity Report for Faculty Development, Diversity, and Special Programs, issued by the Assistant Provost of the University, dated April 10, 2003. The BSE recruitment plan includes increasing the number of faculty from diverse backgrounds and ethnicity. Undergraduate candidates in the unit's diversified and single subject undergraduate majors fare slightly better in their interactions with diverse faculty. These candidates are more likely to have a faculty member of color teaching their course than candidates only taking courses in the School of Education.

In examining the data for candidate placements for student teaching in the fall 2003 and spring 2004, candidates were not always placed with a diverse cooperating teacher. However, candidates are placed in schools with widely diverse student populations. In addition to their cooperating teachers, candidates have opportunities to interact and work closely with educators with diverse backgrounds at these school sites.
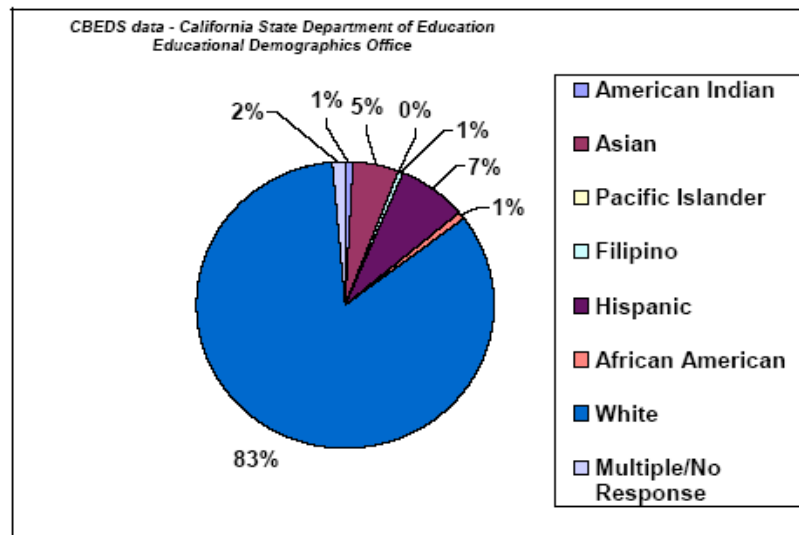
## Stockton City Unified School District

**Teacher Ethnicity 2002-2003 N=1,983**



*CBEDS data - California State Department of Education Educational Demographics Office*

Legend:
- American Indian
- Asian
- Pacific Islander
- Filipino
- Hispanic
- African American
- White
- Multiple/No Response

0%, 2%, 6%, 0%, 3%, 18%, 8%, 63%

## Lodi Unified School District

*Teacher Ethnicity 2002-2003 N=1,438*



*CBEDS data - California State Department of Education Educational Demographics Office*

Legend:
- American Indian
- Asian
- Pacific Islander
- Filipino
- Hispanic
- African American
- White
- Multiple/No Response

2%, 1%, 5%, 0%, 1%, 7%, 1%, 83%
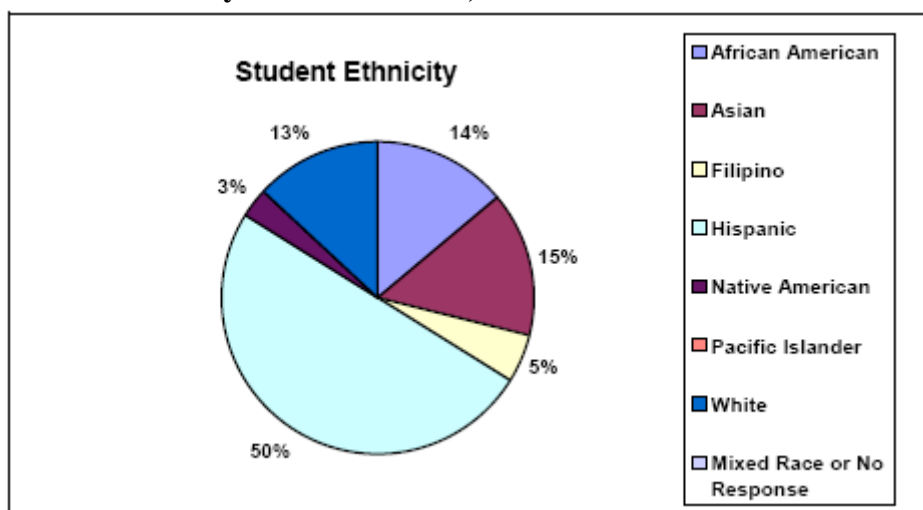
## Experiences Working with Diverse Candidates

Data indicate that the unit has made efforts to expand the diversity of the candidate population. The unit enrolls a student body that is quite diverse and compares well with the diversity of students of the campus as a whole. In the last three years, one-third of the candidates recruited to the Benerd School of Education are persons of color. In comparison to all students on the campus, the unit has a substantially larger percentage of white students in the School of Education (15-20 percent higher), a somewhat larger percentage of both Black and Hispanic students (2-5 percent higher), and a significantly smaller percentage of Asian or Pacific Islander students (15-20 percent lower), predominantly in the School of Pharmacy.

The UOP has adopted an Enrollment Growth Plan that includes goals for increasing underrepresented students on the Stockton campus.  UOP  and the unit has demonstrated its commitment to recruit minority students into education by initiating numerous outreach initiatives, including those with successful track records in California, for attracting candidates from underrepresented groups, such as AVID (Advancement Via Individual Determination), Cal-SOAP (California Student for Advancement Program), and College Making it Happen.
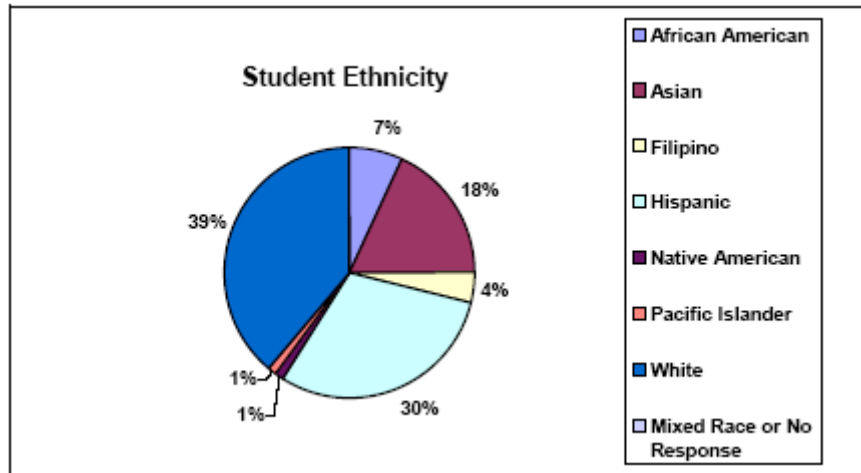
## Experiences Working with Diverse Students in P-12 Schools

Unit method classes, field experiences and internships place candidates in a variety of settings to help them develop knowledge, skills and dispositions for working with all learners. Candidates work in special needs classes, small group ELL classes, inclusion settings, and resources rooms providing multiple settings in which to gain experience. Field and clinical placements in local schools are carefully selected in order to guarantee that the candidates have experience with diverse student populations.  Placement sites are selected based on three specific criteria including student characteristerics. The primary placements for candidates are in San Joaquin County.  The largest numbers of placements are made in the Stockton City and Lodi Unified School Districts. Stockton has the most diverse student and teaching population in the county, and is used as a primary placement for most programs (See chart below)

**Stockton City Unified School District**
**Student Ethnicity 2002-2003 N=39,213**

**Lodi Unified School District**

**Student Ethnicity 2002-2003 N=28,396**



In schools where candidates for field experience and internships are placed there are strong assurances that these settings have a distinct, diverse student population. The following charts present data on the range language learners in two prominent districts.

## Languages of English Learner Students

**Stockton City Unified School District, 2002-2003**

| Language | Total Of Students | Percentage of Students |
|---|---|---|
| Spanish | 6,719 | 17.0% |
| Hmong | 935 | 2.4% |
| Khmer (Cambodian) | 689 | 1.7% |
| Lao | 212 | .5% |
| Philipino (Tagalog) | 144 | .4% |
| All Other | 622 | 1.6% |
| Total | 9,321 | 23.6% |

**Languages of English Learner Students Lodi Unified School District, 2002-2003**

| Language | Total of Students | Percentage of Students |
|---|---|---|
| Spanish | 4,364 | 15.4% |
| Khmer (Cambodian) | 1,027 | 3.6% |
| Hmong | 775 | 2.7% |
| Vietnamese | 495 | 1.7% |
| Punjabi | 298 | 1.0% |
| All Other | 966 | 3.4% |
| Total | 7,925 | 27.9% |

Interviews with candidates provide evidence of their knowledge and understanding of working with students from varied background experiences, languages, skills and abilities and how to

apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students. Candidates examine effective ways to include cultural traditions and community values and resources in the instructional programs.

The unit provides opportunities for the candidates to facilitate student learning through technology. Candidates learn to select appropriate technological resources to support, mange, and enhance student learning and analyze best practices on the use of technology and design lessons accordingly.

**Overall Assessment of Standard**
Diversity in the unit includes knowledge, skills and dispositions infused in the curriculum and clinical field experiences. Based on the core values of reflective practice, the unit designs, implements, and evaluates curricular and field experiences to help all students learn. Candidates are exposed to numerous, diverse higher education and field-based faculty and exceptional diversity in the public schools.

**C. NCATE Team Recommendation: Standard Met**

**D. Areas for Improvement: None**

Corrected
III.B Composition of faculty did not reflect cultural diversity.

Rationale
Good faith efforts to hire and retain diverse faculty members who represent and/or are knowledgeable of the diversity of California's student population continue. Efforts in the past 3 years have resulted in the hiring of 2 African American faculty members.

**E. State Team Decision: Standard Met**

## STANDARD 5:  Faculty Performance and Development

> *Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools.  The unit systematically evaluates faculty performance and facilitates professional development.*

**A.  Level:  Initial and Advanced**

**B.  Findings:**

### Faculty and Qualifications

The Benerd School of Education (BSE) serves both undergraduate and graduate students. The majority of their graduates receive degrees leading to initial certification. The school does not, however, differentiate between undergraduate and graduate faculty. Professional education faculty teach and advise at both program levels. Faculty members in the unit are committed to the reflective practitioner model that undergirds the philosophy of the unit. They are involved in collaborative activities within the college and service activities with schools in the community and are involved in professional activities such as research, publications and presentations locally, nationally and internationally. Faculty are also involved in service through participation in BSE and university committees and councils.

### Qualified Faculty

Currently BSE employs 28 full-time faculty members, 26 tenured or tenure track members and 2 faculty members that are full-time in the University of the Pacific and part time in the BSE. All full-time faculty hold terminal degrees. Faculty members all have experience in P12 schools. Each faculty member completes an annual report to provide evidence of his or her accomplishments in the areas of teaching, research, scholarship and service. Faculty vita provides evidence of the range of activities in which these educators participate. They present their scholarly work at conferences as well as through their publications. Between 2000 and 2003 faculty presented at 27 international conferences alone. They are active in local, state and national professional organizations. They serve as reviewers and editors (18 editor/co-editor or guest editors over the three year period) for a range of professional publications and conferences. Faculty serves on college committees as a part of the faculty governance process.

Clinical faculty who supervise student teachers and interns have completed advanced degrees in their area of specialization and hold current California credentials. Current supervisors are BSE faculty and graduate students. Interviews with the Director of Field Placement reported the criteria that are in place to assure student placement with quality school-based cooperating teachers.

### Modeling Best Professional Practices in Teaching

Good teaching is a critical part of being a faculty member at BSE. Annual Faculty reports require that a 50% weighting to evidence of good teaching. Faculty brings professional expertise to the classes they teach. Integration of the reflective practitioner model is demonstrated through both student reflective writing and class discussions. A wide range of experiences that reflect core values and modeling of the learner-centered principals are incorporated into the student

experience. This is demonstrated through student assignments and instructor modeling in the classroom.

Examination of syllabi provide evidence of assignments that include reflective journaling, reflection papers, artifacts supported through reflective writing, as well as interviews and readings that require reflection to provide the link between these activities and the course goals. Student portfolios included evidence of technology competencies across the program experience. Feedback from cooperating teachers on the excellent preparation of BSE candidates reinforced the building evidence of the professional practices of the faculty. A doctoral graduate who has acted in the role of supervisor also provides a picture of the preparation preceding student teaching. He described his work with students who were entering high-impact, diverse environments for the first time. He was impressed with how well they had been prepared to enter this new culture by being academically prepared to work in real world settings and make the necessary learning adaptations.

BSE donors have provided funding to recognize outstanding work on the part of faculty. The Eberhardt Teacher-Scholar award was established to reward exemplary teaching and scholarship. It has been given to 5 faculty selected annually since 1989. The CAPD Faculty Award, funded by the Hoefer family, recognizes faculty for outstanding contributions to the academic program through the development and support of experiential learning tools. Outside organizations also recognize the excellence here as well. In 2003, Dr. Ruth Brittin, was awarded California Music Educator of the Year by the California Music Educators Association.

## Modeling Best Professional Practices in Scholarship
Examination of vita indicates that faculty focus on issues of teaching, learning and their areas of specialization and professional interest. They present for local groups and schools as well as in national and international venues. Scholarship had always been encouraged at BSE but new university leadership placed additional focus in this area. During interviews faculty noted there is an expectation of a "record of sustained scholarship." They believe that a 'disposition of scholarly inquiry' is a demonstration of their core value of scholarship.

Faculty vita, data collected for this review and evidence provided on site show faculty involvement in writing books, chapters in edited books, refereed and non-refereed journal articles. Between the years of 2000 and 2003 there were a total of 115 publications based on their work and 211 professional presentations. There have been presentations at regional, national and international conferences. During the same period 55 internal and external grants were funded including a Preparing Tomorrow's Teachers to Use Technology (PT3).

## Modeling Best Professional Practices in Service
BSE faculty are involved in professional service under a variety of umbrellas. All faculty members serve on unit committees and participate in meetings within their divisions. This service provides a faculty voice in issues important in governance and in program improvement. Many faculty serve in consulting roles in area P12 schools. Description of service to P12 schools is a required component of each faculty member's Annual Report (this report will be further described under faculty evaluation process).

The unit encourages faculty members to develop and maintain collaborative relationships with P12 practitioners by involvement in local professional organizations, and community affairs. Vita and interviews with faculty members describe service to the profession through

participation in national and state accreditation teams, leadership roles in state and national professional organizations, readers for conference proposals and participating as guest and co-editor for professional journals.

## Collaboration

BSE is involved in a range of collaborative community, school district and university partnerships. Recent partnerships have been with the Lodi Unified School District, a regional Delta-Sierra Science Project, and an Ed.D. collaborative educational leadership program with CSU Bakersfield. BSE also sponsored a summer technology e-camp for area middle school students. As described in other parts of this review the Lodi relationship has grown in many ways to be of benefit to faculty, Lodi teachers and the candidates of the BSE programs. Minutes of meetings described how a faculty committee planned to include partner school members in a BSE faculty retreat.

Alumni who are now in the field also report on the strong collaborative relationships that are developed between BSE and their community. The Association of California School Administrators has always had a formal link to regional universities. For this area of California the University of the Pacific (and BSE) is the key partnership for teacher preparation. Alumni also retain their identify by participation on school councils such as a Council for Administrators and the Educational Advisory Council. In describing BSE's significant outreach efforts through their work with area children and other partnerships this alum is "impressed that they clearly see themselves as a part of the community."

Another ongoing collaborative project involves BSE faculty and students, the San Joaquin County Library and local children ages 3 through 8. Children come to read with BSE students in the Foyer of BSE after having been recommended by parents and teachers through the county library.

## Unit Evaluation of Professional Education Faculty Performance

There are systematic procedures in place for faculty evaluation. This process includes feedback from all stakeholders in the BSE community including students, peers, supervisors and faculty members themselves. New procedures are being instated and the previous are being phased out. Major elements of the evaluation process remain. They have clarified the process and made it more explicit.

All faculty have annual reviews. There is a required specific format that includes the identification of goals for the year, and evidence of teaching, scholarship and service. Faculty may weight consideration in each area with the caveat that teaching must be weighted at no less than 50%, scholarship between 30 to 40% and service between 10 to 20%. One evidential piece is course evaluations. Course evaluations include a numeric rating scantron page and three open-ended questions. The cumulative result of the scantron page is sent to the faculty member, the department chair and the dean while comments are returned only to the faculty member. Under the current plan being put into effect the faculty member, the department chair and the Dean meet to discuss the documents. Formerly, the faculty member received a letter from the Department Chair. Results of this annual review are directly linked to the current merit pay plan. According to the Faculty Workload, Evaluation and Merit Pay committee there are some concerns about the merit pay plan. There were specific comments indicating that there are not sufficient funds for it to be meaningful and under the current system may have a divisive impact

on faculty relations. There is also a concern that merit pay should not be in place until other salary inequities have been completely addressed.

In addition to yearly reviews there are other formalized processes for performance assessments for reappointment, pre-tenure, tenure, promotion and cumulative five-year recommendations in the Bernerd School of Education. During their first two years both tenure-track and nontenure-track faculty receive administrative reappointment reviews. At the third year level nontenure-track have both administrative and peer reappointment review. Third year tenure-track faculty have an administrative and peer pre-tenure review covering all years since the initial appointment.

Tenure and promotion reviews include both administrative and peer review as well as a recommendation by all tenured faculty. It is worth noting at this point that there is a student member on the university Tenure and Promotion Committee. Feedback from a faculty member spoke to the careful and responsible manner of a current student member. It is the responsibility of the student member to conduct interviews with students (current and past graduates) of the candidate.

Following the awarding of tenure and promotion there are five-year administrative reviews with optional peer review and for nontenure appointments there is also five-year reviews with optional peer review. This begins five years after the third-year reappointment evaluation.

## Unit Facilitation of Professional Development
Orientation for new faculty members is an important component in the BSE professional development of new faculty. A series of sessions is held to acclimate new members to the culture.  New faculty is further supported through the development of mentoring relationships where experienced faculty can help junior faculty to understand and meet the expectations of the BSE community. One workshop of interest to both new and continuing faculty focused on grant writing.

Master teachers are involved in a full day orientation prior to receiving students. A Cooperating Teacher handbook is also provided. Cooperating teachers receive a 90% discount on one course at BSE, which provides additional learning opportunities for them.

BSE funds have been used to sponsor campus professional development activities. Available materials described a Lunch Workshop to help faculty design course materials in Blackboard Course Management System; a guest lecture on working with college students who have learning disabilities; and another on the rationale, use and assessment of portfolios. An in-depth seminar lead by an expert from another university was provided to assist faculty in developing skills needed for the assessment of educator dispositions.

Bernerd monies have been made available to support faculty development. Funding has been available for the last 4 years at the level of $1500.00 per year for professional development including conference attendance, presenting of papers, conducting research, participate in development programs participate in other activities to develop their teaching and scholarship. The PT3 grant awarded to BSE was partially used to develop faculty experiences to better design instruction that integrated technology experiences and for faculty to be capable of assisting students in the development of ThinkQuest instructional projects.

Through the Faculty Resource Committee additional Benerd Endowment funds are available for supporting opportunities that might not be eligible under regular faculty development guidelines. The call for these "Travel and Small Project" grants indicates they are to cover costs associated with conferences and workshops that focus on improving teaching and learning or the development of small projects. These funds (up to $1000.00) can be used to support faculty requests that demonstrate that the activity described will enhance and expand their teaching. Through this resource additional funds can be made available to support faculty research by funding assistance needed to further data collection. They can also be used to support graduate students to present their work at national conferences. According to committee members the intent of these monies has been to support the personal and professional educator in participation in activities that leads to improved learning and teaching. This experience may also leads to new research projects. Because a heavier focus on the research component, as opposed to professional development, has been added fewer faculty members have applied for this opportunity. The committee is currently working on clarifying the guidelines to encourage a return to greater faculty participation.

## **Overall Assessment of Standard**
Unit faculty are well prepared for their work. Full-time faculty hold terminal degrees and part-time and clinical faculty have expertise in the area in which they work. BSE faculty are committed to their work in P12 education. Evidence of good teaching emerges from reading vitas, interviews with students and others in the educational community. This commitment is demonstrated by their collaborative partnerships, their scholarship and their service. There are excellent opportunities for faculty professional development. There is a clear and systematic plan for teacher evaluation in place.

**C. NCATE Recommendation: Standard Met**

**D. Areas for Improvement: None**

**E. State Team Decision: Standard Met**

# STANDARD 6:  Unit Governance and Resources

> *The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

## A.  Level:  Initial and Advanced

## B.  Findings:

### Unit Leadership and Authority

The Benerd School of Education (BSE) is divided into three academic departments: the Department of Curriculum and Instruction, the Department of Educational Administration and Leadership, and the Department of Educational and School Psychology; and one resource department: the Educational Resource Center (ERC).  The Dean of the Benerd School of Education, Dr. John Nagle is responsible for the overall administration and operation of the unit. The dean's position reports directly to the provost and meets with a Council of Dean's every two weeks and individually with the provost at least once a month, to discuss university initiatives and review strategic goals for the BSE and the university. The Clinical or Rehabilitation Services Credential program is housed in the Department of Speech-Language Pathology in the Thomas J. Long School of Pharmacy and Health Services, where Dr. Phillip Oppenheimer is the Dean and the Department Chair is Simalee Smith-Stubblefield. The Dean of the BSE and Dean Oppenheimer communicate regularly by way of the Dean's Council meetings, and Department Chair Smith-Stubblefield maintains regular communication with the credential analyst in the BSE.

Three Department Chairs, the Director of the Resource Center (ERC), who also serves as the Associate Dean, and two full-time Administrative Assistants, support the Dean of the BSE in his leadership role.  The Executive Council, comprised of the three Department Chairs and the Associate Dean, meets approximately every two weeks to review and discuss unit and departmental priorities areas such as funding, enrollment, departmental reviews, and to provide input to the Dean with regard to other BSE policies and procedures. All faculty in the BSE participate in divisional meetings and each department has the authority and responsibility for course scheduling, advisement of candidates, program evaluation, recruitment, hiring and supervision of part-time faculty, and they make recommendations for financial and scholarship awards of students enrolled in the program. Curriculum decisions specific to each program are discussed by the program faculty and brought to the Faculty Council, consisting of all faculty from all departments, to approve new programs.

A system of shared governance is accomplished through a variety of BSE internal committees such as a curriculum committee; faculty workload, evaluation and merit committee; long range planning committee, technology committee, resource committee, academic regulations and student grievances committee; and a budget advisory committee. All BSE faculty serve on at least one of these committees, and most participate in committees outside of the unit. The BSE faculty collaborate with faculty from the College of the Pacific (who teach primarily undergraduate students), through the University wide Teacher Education Committee and the Special Committee on Math and Science Teacher Preparation.

## Unit Budget

There are *three* major funding sources for the BSE: 1) The BBSE (Budget Benerd School of Education) Academic Division Account, which funds all salaries, wages, and fringe benefits of all (but one) faculty and staff members in three of the schools four academic departments. This account also has uncommitted faculty salary dollars that are used to cover on-going personnel expenses. In FY 2003 the BBSE budget totaled approximately $1.8 million. 2) FASC, FSAT and FSAF Academic Division Accounts, which fund the salaries, wages, and fringe benefits of all full and part-time faculty, staff and students; and all non personnel operating costs in the fourth academic department, the Educational Resource Center. 3) Benerd Endowment income, which funds all other personnel and day-to-day operating expenses in the BSE. In FY 2003 the endowment budget totaled approximately $425,000.

A cost allocation model that is utilized by the academic provost to ensure student-faculty productivity in all of the academic departments in the institution, places the BSE ratios among the lowest at the university. As a result, in FY 2002-03, the provost redistributed funds (designated for a faculty line) in the BSE to another unit on campus. Consequently, the Benerd endowment, which can be used at the Dean's discretion, was used to pay for one full-time faculty member and it also funds three other staff positions in the BSE. While the endowment account is larger than most any others on campus, the potential downside of an over-reliance on the endowment includes the fluidity and unpredictability of the market value of the endowment, and the universities decision to gradually reduce the drawdown on all endowments from 5.5% to 4.5% by FY 2007.

In summary, the resources available to the BSE have been adequate to support the faculty and all of the programs in the BSE. However, during interviews, some faculty and the Dean underscored that to remain competitive the BSE may need additional resources to support faculty scholarship, graduate assistantships, improvements in technology and building renovations. Recent trends indicate that the BSE graduate student enrollment figures are up (the BSE has 20% more graduates than undergraduates, which might also account for their lower ratios, given the method used to calculate ratios), and the unit has outlined a plan for increased recruitment and retention of undergraduate students.

## Personnel

In FY 2003-04, the BSE has 26 full-time tenured and tenure track faculty (six of those are new positions this year, and two searches in Special Education are underway), 2 part time faculty (who have additional assignments in other departments on campus), and approximately 15 visiting part-time faculty. The number of visiting part-time faculty varies each year, to address the instructional needs of the department. A typical faculty load at the university and in the BSE is 10 units per semester or 20 units per academic year. Department chairs receive a one or two 3-unit course release, depending on the size of the program area. In the area of supervision, faculty receive 1/2 unit per student teacher and 1/3 unit for supervising interns. Hence, many faculty advise and supervise student teachers or interns and teach two courses each semester.  Student accounts of faculty advising indicate that faculty are accessible, and enthusiastic in their role as advisor. In addition, faculty serve on School of Education and university-wide committees, and many provide service for professional organizations.

Faculty working with doctoral students indicate that they cannot claim the one unit allocated to them for chairing a dissertation, due to the teaching demands placed on them. Consequently, while the policy for release time to work with doctoral students is in place, rarely do faculty request this.

Approximately 11 graduate assistants are available to work with faculty in a variety of capacities. Each receives six to nine units of tuition waived per semester, plus a small stipend, in exchange for 10 (part-time) to 20 (full-time) hours of work per week. Their responsibilities vary. For example, several are involved in research related activities, others have administrative responsibilities, and three of them work in the computer lab to support faculty and students in the area of technology. Work-study students also are employed in the BSE in a variety of capacities.

## Unit Facilities
(With the exception of the ERC, which has its own facility), the unit is housed in the Benerd School of Education facility. The BSE has undergone several major renovations between FY 2001 and 2002. The MAC computer lab was substantially renovated and now includes 24 desktop computer stations, ten laptop computers, smart classroom and wireless technology. Two additional rooms were added/renovated: a conference room and another classroom that has state of the art technology. In addition, the Deans office suite was completely renovated, the credential office was totally refurbished, and the foyer and entrance to the BSE were renovated and updated to provide a welcoming environment for candidates. Several additional renovations are in the planning stages: technology upgrades to two more classrooms; faculty, staff, and graduate assistant office renovations; and making minor improvements to four additional classrooms in the BSE. Finally, the BSE is currently holding a large library collection while library renovations are completed. Preliminary discussions are underway to move the ERC from its current location to the space made available in the BSE once the library renovations are complete.

## Unit Resources Including Technology
One of the top priorities outlined by the University of the Pacific (UOP) President is to "advance the integration of information technology into curricular, co-curricular and administrative programs." The School of Education is a leader in this area. Statements from faculty, students and information technology (IT) employees indicate that BSE faculty are leaders on the UOP campus in relation to educational technology. PT3 grant funding between FY 2000-03 allowed the BSE to make significant upgrades to the Mac Computer Lab. The Dean has committed resources in this area to purchase sophisticated software for creating multimedia websites, DVD's, and electronic portfolios. Several faculty are using Blackboard, a web-based course management tool, to enhance courses with online instruction. Others are working with students to create electronic portfolios, or other multi-media projects. The BSE has a .75 FTE technology specialist and two to three graduate assistants working in the lab to provide day-to-day technology support, as well as assisting faculty with a variety of instructional software. Employees in the IT department are also available to work with faculty on a day-to-day basis, if needed.
The university is moving to a more decentralized mode of operation with regards to technology. Deans are being encouraged to hire a Technology Support Person (TSP) for each of their units. Since no additional funding is expected in the operating budget of the BSE to absorb these costs, decisions to allocate resources using the Benerd endowment, will require the Dean's attention.

The university library offers an extensive collection of texts, journals and on-line resources. Many educational journals are available electronically, to candidates and faculty on campus and at home. The library has a computer area for candidates and faculty, and the entire building is wireless. The full-time librarian who works with the BSE is knowledgeable and available to candidates and faculty at all times. The library is open 7:30 am – 1:00 am, and they are considering a 24/7 model of operation. On a final note, the library is undergoing major renovations. They are expanding the size of the library to accommodate their extensive collections, and to provide more quiet spaces and a more open computer, and music listening center.

**<u>Overall Assessment of the Standard</u>**
The Benerd School of Education is the professional education unit, and the Dean has the leadership and authority to ensure that all candidates meet professional, state and national standards. The BSE is in a transition period, as several new faculty and staff have been hired, major renovations made, and resources continue to be allocated based on enrollment. Faculty and staff have the necessary resources to continue to meet the growing technological demands and the necessary development of their respective programs.

**C.  NCATE Team Recommendation:  Standard Met**

**D.  Areas for Improvement: None**

**E.  State Team Recommendation:  Standard Met**

# Internship Issues for State Report :
*Includes Common Standards 1 & 2 – Leadership and Resources, Common Standard 3 – Evaluation, Common Standard 6 –  Advice and Assistance, Common Standard 7 –  School Collaboration, and Common Standard 8 – District Field Supervisors*

All internship issues are sufficiently addressed for all internship programs.  There is evidence that the university personnel and site personnel collaborate closely in the supervision, evaluation of candidates, program design, evaluation and implementation.

# PROGRAM STANDARDS

## Multiple Subject Credential
## Multiple Subject Internship Credential
## Multiple Subject BCLAD Emphasis Credential

**Findings on Standards**
After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Multiple Subjects Program.

Faculty in the School of Education encourage all students to adhere to high standards of professional conduct through course syllabi, classroom activities and personal models. Reflective journals and portfolios allow the students to assess their professional growth. Students build a sense of community through classroom presentations, sample lessons, and discussion of peer comment. The core values guiding the teacher preparation program are reflected in the course work and field experiences.

The Multiple Subjects Credential program has an excellent process for preparing candidates for a full credential. Students are given immediate feedback on their progress and assistance in improving their pedagogical skills. All candidates meet with a credential analyst to understand the prerequisites and required documentation in preparation for their application for the teaching credential. There are two steps that credential candidates in the Multiple Subjects Credential program need to complete. They need to meet with the Credential Candidacy Committee and a committee of school-based practitioners. They also meet with a committee of school-based practitioners that provide feedback to the Credential Candidacy Committee before finalizing the student teaching assignment. This feedback is taken into account in determining the candidate's readiness for student teaching. For candidates who are found to be lacking in readiness to move on to student teaching, there are procedures in place to help them qualify to proceed with their student teaching.

Candidates are assigned to student teaching and their progress is assessed every four weeks during their 16-week assignment. The final step in completing student teaching includes the presentation of a professional portfolio based on appropriate professional standards.

**Strengths:**
Incorporating Book Buddies into the Reading Instruction course provides an authentic fieldwork experience for the candidates.

University of the Pacific graduates and candidates in the Multiple Subjects credential program, without exception, described their program as a highly positive experience and felt confident and well prepared to respond to their student teaching assignments

Candidates, graduates, faculty and local school district personnel reflect enthusiasm and praise of the University of the Pacific credential program.

**Concerns:**
None Noted

# Single Subject Credential
# Single Subject Internship Credential

**Findings on Standards**

After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Single Subject Program.

Faculty in the School of Education encourage all students to adhere to high standards of professional conduct through course syllabi, classroom activities and personal models. Reflective journals and portfolios allow the students to assess their professional growth. Students build a sense of community through classroom presentations, sample lessons, and discussion of peer comment. The core values guiding the teacher preparation program are reflected in the course work and field experiences.

The Single Subject Credential program has an excellent process for preparing candidates for a full credential. Students are given immediate feedback on their progress and assistance in improving their pedagogical skills. All candidates meet with a credential analyst to understand the prerequisites and required documentation in preparation for their final student teaching. There are two additional steps that credential candidates in the Single Subject program need to complete. They need to meet with the Credential Candidacy Committee. They also meet with a committee of school-based practitioners that provide feedback to the Credential Candidacy Committee before finalizing the student teaching assignment. The Credential Candidacy Committee then takes that information into account prior to placing the candidate in the field to do student teaching. For candidates who are found to be lacking in readiness to move on to student teaching, there are procedures in place to help them qualify to proceed with their student teaching.

Candidates are assigned to student teaching and their progress is assessed every four weeks during their 16-week assignment. The final step in completing student teaching includes the presentation of a professional portfolio based on appropriate professional standards.

**Strengths:**

The attention given to the competency of credential candidates prior to being placed in schools for student teaching is a definite strength.

University of the Pacific graduates and candidates in the Single Subject credential program, without exception, described their program as a highly positive experience and felt confident and well prepared to respond to their student teaching assignments

Candidates, graduates, faculty and local school district personnel reflect enthusiasm and praise of the University of the Pacific credential program.

**Concerns:**

None noted

# Education Specialist Credential Programs:
# Mild/Moderate and Moderate/Severe: Level I and Level II
# Mild/Moderate and Moderate/Severe: Internship Credential

**Findings on Standards:**
Based on the Institution's responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, University administrators, employers, the team finds the following:  All standards are fully met for both the Mild/Moderate and the Moderate/Severe Level I and Level II  credential programs, as well as the Mild/Moderate and the Moderate/Severe Level I Internship Credential Programs.

After reviewing documents and conducting numerous interviews, the team determined that the programs are highly regarded by students, adjunct faculty, field supervisors, and employers. In fact, graduates expressed a highly personal level of gratitude to faculty and staff for their support. Additionally, graduates consistently expressed that they are well prepared for their teaching roles and responsibilities and that sentiment was echoed in the interviews with field supervisors and employers.

The Mild/Moderate and Moderate/Severe education specialist curriculum is rigorous, with expectations for high academic performance clearly articulated.  Early and ongoing fieldwork is integrated across the programs to ensure that teacher candidates have ample opportunity to apply theory to practice.  Graduates and current students of the educational specialist credential programs state that the teacher preparation curriculum is meaningful, providing ample knowledge and skills to use in their classroom teaching.

**Strengths:**
The candidates and graduates interviewed consistently expressed appreciation for the availability, accessibility, and care provided to them.  Students appreciated the small class size at University of the Pacific.  Many stated that they chose to enroll in this program because of the intimate, personalized, and exciting learning environment.

Current candidates, graduates, employers, and field supervisors reported being very pleased with the quality, developmental nature, and variety of the fieldwork in the education specialist programs.

Employer interviews disclosed great satisfaction with the quality of beginning special educators being produced by the University of the Pacific.

**Concerns:**
None noted

# Clinical Rehabilitative Services Credential
## Language Speech and Hearing

**Findings on Standards**

After review of the institutional report, supporting documentation, and the completion of interviews of candidates, graduates, faculty, clinical faculty, employers, and supervising practitioners, the team has determined that all program standards are met for the Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing.

The fifteen-month program for graduates of undergraduate speech-language pathology programs and twenty-four-month program for graduates of other majors are designed to provide a maximum of information in a minimum amount of time. A large variety of topics are covered in coursework, including augmentative communication and multicultural issues. Courses often are taught in eight-week blocks so that students focus on a few topics at a time during a semester. Each summer, the program sponsors the Pacific Colloquium, a week of workshops by nationally known speakers.

Undergraduate candidates are introduced to therapy in their senior year. Clinical experiences also include the provision of individual and group therapy at the nearby Stockton Scottish Rite Language Center. A contract with the Center enables the department to provide speech and language services at no charge to the nearby community and to fund additional clinical faculty while training candidates. Candidates also are placed in hospital externships throughout the United States.

Clinical faculty, supervising practitioners in the schools, and employers deem graduates of the program well prepared and highly competent. In addition, over 99% of candidates who have taken the National Examination for Speech Pathology in recent years have passed it.


**Strengths**

There are several innovative programs, including the Children's Hospital Oakland partnership program for children with cochlear implants, the proposal for a grant to develop a Fluency Institute, the Activities for Daily Living experiential laboratory, and the proposal for an audiologist to join the staff to help fund scholarships.

The department is housed in spacious and beautiful facilities and is well stocked with ample speech-language equipment and materials. A $100,000 grant has led to the recent purchase of audiological equipment as well. The Stockton Scottish Rite Language Center also is attractive and well appointed.

Faculty have an "open door" policy, and candidates feel very comfortable coming to them with questions and concerns. Candidates and graduates report that the level of teaching in the department is high.


**Concerns**:

None noted

# Pupil Personnel Services Credential:  School Psychology
# Pupil Personnel Services Credential:  School Psychology Internship

**Findings on Standards:**

The institutional report, with supporting documentation, was reviewed.  Candidates, graduates, employers, internship supervisors and advisory committee members, and local educational agencies were interviewed over a three-day period.  Based upon written documentation and interview, it was determined that all program standards for the School Psychology Program, including internship, are met.  Employers report that students are well prepared to perform the duties and tasks of a school psychologist, having a theoretical foundation for the work as well as application skills.  There is evidence that candidates understand and apply the dynamics of consultation, collaboration and team building.  They also demonstrate knowledge of general and special education programs and requirements. The institution is providing substantial resources to provide students with a quality program for credentials and terminal degrees in the school psychology program.

**Strengths**:

Evidence of the institution's commitment is the recent hire of two full-time faculty in the school psychology program, bringing the full-time faculty complement to 3 full-time doctoral level faculty for approximately 18 students.

The institution provides students with state of the art assessment instruments for gaining proficiency in test administration and interpretation.  The institution has developed partnerships with local institutions so that candidates and graduate have job relevant experiences in the field.

Students praised the faculty for their ability to provide instruction that bridges the gap between theoretical instruction and application.  Students also appreciate how accessible faculty members are and how quickly they respond to reasonable student requests for information and/or guidance regarding class work or progress toward a credential or advanced degree.

**Concerns**:
None noted.

# Preliminary Administrative Services Credential
# Preliminary Administrative Services Credential Internship
# Professional Administrative Services Credential

**Findings on Standards**
After review of the institutional report, supporting documentation, and the completion of interviews of candidates, graduates, faculty, and employers, the team has determined that all program standards in all programs are met. Candidates are taught in class and exposed to field experiences in the domains of candidate competence identified in the program standards. The expected outcomes are administrative/leadership behaviors that will lead to high student achievement for all. Both candidates and graduates report satisfaction with the blend of theory and application in both preliminary and professional level. In addition, candidates praised the faculty's attention to their individual needs.

Field experiences include the major duties and responsibilities authorized by the credential. Candidates provide verification of these experiences with their reflection. University supervisors work with administrators to provide the best experiences possible for students and ensure timely feedback.

Candidate competence is determined through multiple measures, including coursework assignments, feedback from fieldwork placements, individual candidate reflections and portfolios and exit interview. University of the Pacific graduates are successful administrators who continue to contribute to the program as faculty and/or advisory group members.

**Concerns**:
None noted.

**Strengths**:
None noted.

# Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

## Multiple and Single Subject Credential Programs

The institution should consider establishing parameters for the number of times a candidate can submit his or her portfolio for acceptance.

The team also recognizes the use of a variety of instructional strategies as a positive program element for working with diverse groups of learners.

## Education Specialist Credential

The University of the Pacific is to be commended for the excellent education specialist credential and graduate programs in place. The team is encouraged that there is a current search to hire a tenure track teacher educator to provide the leadership necessary for program stability, coordination, and growth. Given the critical shortage of special educators in the region as well as at the national level, it is important that University of the Pacific continue to nurture and grow its fine education specialist programs.

## Clinical Rehabilitative Services Credential

It is recommended that students spend at least part of the time in their practicum in the public schools in an itinerant position with school-aged children.

The faculty are encouraged to take steps to include more of a research emphasis in the curriculum and to give students opportunities to write theses. The department has already taken steps in this direction by allowing two students to write theses.

It is recommended that a full-time clinical director be employed for the on-campus clinic.

It is recommended that research assistantships be made available to students to enable them to participate in research activities.

It is recommended that more culturally diverse faculty, part-time faculty, and clinical supervisors be hired and that more culturally diverse master clinicians be selected.

## Pupil Personnel Services: School Psychology Credential

Continue to develop a field experience student handbook that will incorporate and assessment model for monitoring the progress of students in field placement and beyond. This may include a graduate survey that gives feedback for program review. Faculty and the advisory committee may use summative data to review current field practices and fine tune the field the field experience to match current practices.

A follow-up study of graduates, especially students who have a UOP Ed.D., may provide useful information in the development and implementation of the Ph.D. approval process.